

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF JOT THOUGHTS TECHNIQUE TOWARDS THE
STUDENTS' DESCRIPTIVE WRITING SKILL AT THE TENTH GRADE
OF SMK N 1 BANJAR AGUNG TULANG BAWANG**

By:

ARNI SISANTI

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**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

1445 H / 2024 M

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

By:

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Students Number: 1901051010

Tarbiyah and Teacher's Training Faculty
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Sponsor : Dr. Widhiya Ninsiana, M.Hum

STATE ISLAMIC INSTITUTE OF METRO

1445 H / 2024 M



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APPROVAL PAGE

Title : THE INFLUENCE OF JOT THOUGHTS TECHNIQUE TOWARDS
THE STUDENTS' DESCRIPTIVE WRITING SKILL AT THE
TENTH GRADE OF SMK N 1 BANJAR AGUNG TULANG
BAWANG

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NOTIFICATION LETTER

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Matter : **In order to hold the munaqosyah
of Arni Sisanti**

To:
The Honorable 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 script which is written by:

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training
inorder to be discussed on the Munaqosyah. Thank you very much.


Wassalamu'alaikum Wr.Wb

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NOTA DINAS

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Lampiran :
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Saudari Arni Sisanti

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Assalamualaikum Wr.Wb.

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

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

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RATIFICATION PAGE

No. B-1330/In-20-1/O/PP-00-g/02/2024

The Undergraduate Thesis entitled: THE INFLUENCE OF THOUGHTS TECHNIQUE TOWARDS THE STUDENTS' DESCRIPTIVE WRITING SKILL AT THE TENTH GRADE OF SMK N 1 BANJAR AGUNG TULANG BAWANG. Written by Arni Sisanti, student number 1901051010. English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Tuesday, February 20th 2024 at 13.30 - 15.30 p.m.

BOARD OF EXAMINERS:

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|----------------------------------------------|---------|
| Chairperson : Dr. Widhiya Ninsiana, M.Hum | (.....) |
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**THE INFLUENCE OF JOT THOUGHTS TECHNIQUE TOWARDS THE
STUDENTS' DESCRIPTIVE WRITING SKILL AT THE TENTH GRADE
OF SMK N 1 BANJAR AGUNG TULANG BAWANG**

ABSTRACT

BY:

ARNI SISANTI

The purpose of this research was to find out whether there is a positive and significant influence of Jot Thoughts Technique towards the students' descriptive writing skills at the tenth grade of SMK N 1 Banjar Agung Tulang Bawang

The research is a quantitative research. The sample determination in this research used purposive cluster sampling and the sample of the research was 30 students which consisted of two classes. The data collecting methods used test and documentation. The formula used to analyze the data is the t-test to prove the hypothesis. It can be seen that the pre-test results in the experimental class with an average score of 63.33 and the control class 65. After carrying out the pre-test treatment was carried out in the experimental class and then the post-test results for the experimental class got an average score of 74.8 and control class 67.6.

Finding research is $t_{observed} > t_{table}$ ($4.086 > 2.05$) then H_a is accepted and H_o is rejected. It means there is a positive and significant Influence of Jot Thoughts Technique Towards the Students' Descriptive Writing Skills at the Tenth Grade of SMK N 1 Banjar Agung Tulang Bawang.

Keywords: *Jot Thoughts Technique, Descriptive Writing Skills, Quantitative Research*

**PENGARUH PENGGUNAAN TEKNIK JOT THOUGHTS TERHADAP
KETERAMPILAN MENULIS DESKRIPTIF PADA SISWA KELAS X
SMK N 1 BANJAR AGUNG TULANG BAWANG**

ABSTRAK

OLEH:

ARNI SISANTI

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang positif dan signifikan dari teknik Jot Thoughts terhadap kemampuan menulis deskriptif pada siswa kelas X SMK N 1 Banjar Agung Tulang Bawang.

Penelitian ini merupakan penelitian kuantitatif. Penentuan sampel pada penelitian ini menggunakan purposive cluster sampling dan sampel penelitian yang digunakan berjumlah 30 siswa yang terdiri dari dua kelas. Metode pengumpulan data menggunakan test dan dokumentasi. Rumus yang digunakan untuk menganalisis data adalah t-test untuk membuktikan hipotesis. Dapat dilihat bahwa hasil pre-test pada kelas eksperimen dengan nilai rata-rata 63,33 dan kelas control 65. Dan setelah dilakukannya pre-test kemudian dilakukan treatment pada kelas eksperimen yang kemudian pada hasil post-test kelas eksperimen mendapat nilai rata-rata 74,8 dan kelas control 67,6.

Temuan penelitian ini adalah $t_{observed} > t_{table}$ ($4.086 > 2.05$) maka H_a diterima dan H_o ditolak. Artinya terdapat pengaruh yang positif dan signifikan penggunaan Teknik Jot Thoughts terhadap keterampilan menulis deskriptif siswa kelas X SMK N 1 Banjar Agung Tulang Bawang.

Kata Kunci: *Teknik Jot Thoughts, Keterampilan Menulis Deskriptif, Penelitian Kuantitatif.*

STATEMENT OF RESEARCH ORIGINALITY

This undersigned:

Name : Arni Sisanti
Std Number : 1901051010
Faculty : Tarbiyah and Teacher's Training
Department : English Education Study Program

State that this undergraduate thesis is originally the result of the research done by the researcher, in exception of the certain parts of which are excepted from the bibliography mentioned.

Metro, 19 February 2024

The Writer,



Arni Sisanti
St. Number. 1901051010

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Arni Sisanti
NPM : 1901051010
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris

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

Metro, 19 February 2024

Penulis,



Arni Sisanti
St. Number. 1901051010

MOTTO

خَيْرُ النَّاسِ أَنْفَعُهُمْ لِلنَّاسِ

“The best people are the most beneficial to other people.”

“Sebaik-baiknya manusia adalah yang paling bermanfaat bagi manusia lainnya.”

(H.R Ath-Thabrani)

DEDICATION PAGE

This undergraduate thesis is specially dedicated to:

My beloved parents Mr. Sutiman and Mrs. Sugiyanti always pray for me, support me, and stand behind me in every situation.

My beloved grandmother, my brothers, and all my family who always support me.

My beloved friends especially for CJR and for all the good people around me who sincerely help me.

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In the name of Allah SWT, the Most Gracious, and the Most Merciful, who always gives us everything we need and has taught people about what they did not know before. Allah has given His gift to the researcher so that she can complete this undergraduated thesis. May Shalawat and Greetings always be given to our prophet Muhammad SAW, who has taken us from darkness to light in the world.

The Undergraduated Thesis is entitled "The Influence of Jot Thoughts Technique towards the Students' Descriptive Writing Skill at The Tenth Grade of SMK N 1 Banjar Agung, Tulang Bawang".

The researcher would like to express her sincere gratitude especially to:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag, as the Rector of IAIN Metro Lampung
2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung
3. Dr. Much Deiniatur, M.Pd.B.I. as Chief of the English Education Department of IAIN Metro Lampung
4. Dr. Widhiya Ninsiana, M.Hum as the sponsor who have guided the researcher to give understanding and motivation in the process of completing this proposal result
5. All lecturers of the English Education Study Program of IAIN Metro Lampung who has given their thought and shared their experiences with the researcher

6. The Headmaster, Teachers, and Staff of SMK N 1 Banjar Agung, Tulang Bawang who have permitted the researcher to conduct the research in this school
7. Mr. Sutiman and Mrs. Sugiyanti, my great parents who have given a lot of support in the form of love and affection
8. All of my friends in IAIN Metro Lampung, thanks for everything in helping to finish this undergraduate thesis.

Hopefully, this undergraduate thesis can benefit the researcher, especially for our campus and all readers.

Metro, 19 February 2024

The Researcher



ARNI SISANTI

St. Number 1901051010

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CHAPTER I

INTRODUCTION

A. Background of Study

Language is an important part of human life. Language is an expression used by humans to convey ideas, feelings, information, knowledge, etc. Such as Indonesian, English, and other languages. Especially English. English is an international language used almost all over the world in education, health, industry, and so on. In education, there are four skills in English: speaking, listening, reading, and writing. Writing is one of the productive skills in English. Students need theories such as grammar and punctuation as well as the ability to generate and develop ideas in writing.

Writing is one of the important skills in language learning. Writing enables learners to share information and ideas with others through written texts. Writing skills can help them think critically and organize their thoughts smoothly. Their true thoughts and feelings about people, ideas, topics, and events can often only be discovered during the actual writing process. Writing is also a learning tool that helps them understand what they are learning.

Teaching with good techniques is important for improving the student's skills in the process of teaching and learning writing. The teacher needs to choose techniques that can inspire and encourage students to participate. By encouraging students to participate, they will not be bored and will be creative during class. Apart from that, teachers also need techniques

that include group character work for students to share ideas so that students can develop ideas more easily in their writing.

The solution to these learning problems is to use the Jot Thoughts technique. The Jot Thought Technique is a collaborative learning technique whose main purpose is to encourage students to work in groups. All members of the group write down their thoughts on the topic. This technique can solve the problem of students' difficulty in developing ideas and the problem of students' motivation for writing.

The researcher administered a pre-survey on February, 10th 2023. The researcher interviewed with the English teacher, based on the pre-survey results the students have low motivation in writing and have difficulty generating their ideas. The following table belong is the data of the descriptive writing skill test of the tenth grade of SMK N 1 Banjar Agung:

Table 1
The pre-survey of the Students' Descriptive Writing Skill

No	Score	Category	Frequency	Percentage (%)
1	70 – 100	High	1	6,66
2	60 – 69	Fair	6	40
3	50 – 59	Low	8	53,33
Total			15	100%

Based on the table above, it can be seen that students' descriptive writing skills are still low. This problem is caused by students having difficulty generating ideas and low motivation to write it. Therefore, the researcher attempts to apply the Jot Thoughts technique to solve the problems.

Referring to the problems above, the researcher will conduct research entitled: “The Influence of Jot Thoughts Technique Towards the Students’ Descriptive Writing Skill at the Tenth Grade of SMK N 1 Banjar Agung, Tulang Bawang”.

B. Problem Identification

Based on the research background described above, the researcher can identify some problems caused by:

1. The student's writing score is low.
2. Students have difficulty organizing their ideas in descriptive writing skills.
3. The students have low motivation in writing.
4. Students have low skills, especially in descriptive writing skills.

C. Problem Limitation

Based on the problems above, the researcher limits the problems are students have difficulty expressing their ideas and they are less motivation, especially in descriptive writing. So, the researcher applied the Jot Thoughts technique towards the students’ descriptive writing skills of the tenth grade of SMK N 1 Banjar Agung, Tulang Bawang.

D. Problem Formulation

Based on the research background above, the researcher formulated this research question. "Is there a positive and significant influence of Jot Thoughts technique toward the students' descriptive writing skill of the tenth grade of SMK N 1 Banjar Agung, Tulang Bawang?".

E. Objective and Benefit of Study

1. Objective of the Study

The objective of this research is to find out whether there positive and significant influence of using Jot Thoughts technique towards the students' descriptive writing skill.

2. Benefit of Study

The benefits of the study in this research can be arranged as follows:

a. Theoretical benefits

The results of this research can be useful the teaching and learning English process in teaching writing using Jot Thoughts Technique.

b. Practical benefits

There are three kinds of practical benefits in this research namely:

1) For the students

The students can participate fully in the class during learning. Then they will be more motivated in learning to write descriptive text.

2) For the English teacher

This research will be a positive input for teachers in the teaching and learning process, especially in teaching writing where the teachers can apply the Jot Thoughts Technique.

3) For the headmaster

These results can be a positive motivation for headmasters to always improve the quality of education in their schools by increasing the ability of teachers in the teaching and learning process.

F. Prior Research

This research will be conducted by considering several previous studies. The first prior research was conducted by Istiqamah Rahmadanti and Sitti Fatimah with the title "Teaching Writing Procedure Texts Using the "Jot Thoughts" Technique to Junior High School Students"¹. The research was conducted in 2019 at the State University of Padang. The result of the research is the Jot Thoughts technique has a positive effect on the ability and understanding of the students. Because they work in a group, and they have to be cooperative. A group member must help others unless they fail to achieve the group's goals. Thus, it is expected that all students can understand and master the material.

The research showed similarities and differences with this research. The first prior research has similar to this study in that used the Jot Thoughts technique. The difference between this study and the first prior research in the research method. This study will use quantitative research, but the first prior research used Classroom Action Research (CAR). Furthermore, the difference

¹Istiqamah Rahmadani, Sitti Fatimah. *Teaching Writing Procedure Text by Using Jot Thoughts Technique to Junior High School Students*, Journal of English Language Teaching, Vol.8, No.1, 2019

between this study and the first previous study is the type of writing technique. The first prior research discussed procedure text, and descriptive text is discussed in this study.

The second prior research was conducted by Eva Nurchurifiani with the title "The Influence of Jot Thoughts Towards Students' Writing Ability in Descriptive Text"². The research was conducted in 2017 at SMP N 3 Pardasuka, Pringsewu. The result of this prior research is the students were interested and they get easier in making descriptive text. It happened because, in Jot Thoughts technique the students can find their ideas by using slips of paper and the students can discuss ideas by doing work together with each other.

The second prior research has similarities and differences with this research, the similarities between the second prior research and this research are focused on Jot Thoughts technique, writing descriptive text, and the method used in this study is quantitative research, which is the same as the second prior research. Meanwhile, the difference between this study and the second prior research is the researcher observes the senior high school while the second prior research observes the junior high school.

²Eva, Nurchurifiani. *The Influence of Jot Thoughts Towards Students' Writing Ability in Descriptive Text*, Lentera: Jurnal Ilmiah Kependidikan, Vol. 1, 2017

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Descriptive Writing Skill

1. The Concept of Writing Skill

a. Definition of Writing

According to Ken Hyland, “Writing is a way of sharing personal meaning and writing courses emphasize the power of the individual to construct his views on a topic”.¹ It can be concluded that writing is an activity that involves human thought and action, or an activity that involves physical and mental activity on a particular subject in a context with a specific purpose.

On the other hand, Graham and Perrin in Karen (2009) explain that 'writing is used to explore ideas in the curriculum. This is the main means of learning and expressing their knowledge of the world.² So, it should be noted that the ideas expressed in the writing are based on the background of extracting knowledge or the results of information gathering in the social environment.

Jonathan explained that "Skill is usually used to refer to the level of performance in terms of accuracy and speed in performing certain tasks (skill performance). Skilled performance has long been

¹Ken Hyland, *Second Language Writing* (Cambridge; New York: Cambridge University Press, 2003), p.9

²Karen Kuelthau Allan, et al, *Learning to Write With Purpose*, (New York: The Guilford Press, 2009). p. 47

the subject of psychological studies that consider physical and psychomotor skills as well as mental cognitive skills".³ Therefore, skills are abilities that involve the physical and mental abilities to apply knowledge and use that knowledge to complete tasks and solve problems.

Related to writing skills, it can be concluded that writing skills are the ability to apply ideas, information, and knowledge in writing. And teacher gives the assignment to evaluate the student's writing skills in creating a paragraph or text. Students must be able to apply mastery of grammar, mastery of vocabulary, and background information to do assignments.

b. Process of Writing

Referring to the researcher's statement in the previous discussion, there is a cognitive process that manifests in writing when the writer tries to express his thoughts in writing.

Regarding the cognitive process in writing, Karen said, "We create a writing model that includes three writing processes: planning, texting, and reviewing".⁴ Firstly, planning is preparation before writing and thinking about goals or ideas. Secondly, creating text is the same as creating a language that refers to words arranged into

³Jonathan Winterton, et. al, *Typology of knowledge, skills and competences*, (Luxembourg: Office for Official Publications of the European Communities, 2006), p. 7

⁴Karen Kuelthau, *Learning to Write*, p.21

systematic sentences and paragraphs. Finally, the review is the process of evaluating, revising, and editing written results.

On the other hand, Donald Graves is much deeper than Andrew P. Johnson (2008), who explains that there are five steps in the writing process. There is:

1) Prewriting

The purpose of prewriting is to generate ideas. Lists, brainstorming, outlines, silent thinking, conversations with neighbors, or power writing (described below) are all ways to generate ideas.⁵ That is, ideas need to be planned or developed before students write about what they want to write.

2) Drafting

Drafting is a writer's first attempt to capture ideas on paper. Correctly, a draft is a broad, disjointed collection of ideas. Writing activities in most classrooms cover only these first two steps. Only drafts students find interesting or valuable should take the next step.⁶ The drafting process refers to the writer's efforts to embed his ideas in a systematic language on paper.

3) Revising

This is the essence of the writing process. Here, the work has been remade and reformed several times. The design stage is

⁵Andrew P. Johnson, *Teaching Reading and Writing*, (United States of America: Britis Library Cataloging, 2008), p. 179

⁶*Ibid.*

like throwing a large lump of clay onto a potter's wheel. Students modify, form lumps, add sections, delete sections, add sections, and continue shaping and transforming. Here students seek flow and structure. Students reread the paragraphs and change things.⁷

4) Editing

At this stage, errors in grammar, spelling, and punctuation are corrected. Note: The easiest way to destroy or ruin a good writing project is to insist that Step 4 be included in Steps 1, 2, or 3. During the revision stage, the flow of ideas and the quality of the writing suffers. Instead, use the precious brain space dedicated to generating ideas and connecting to explore how writing works.⁸

5) Publishing and Sharing

In this section, the student's writing is distributed to the audience. At this point, writing is realistic and alive. Publications could include a class register, collections of scriptures, the school or class newspaper, editing the school or class journal, or displaying short samples of the scriptures in the corridor or community. The writing experience is even more influential when students read their work aloud in small groups, with other classmates, or in large groups.⁹

⁷*Ibid.*

⁸*Ibid.*, p.180

⁹ *Ibid.*

c. **Composition of Writing**

Furthermore, according to Brown H. Douglas, the results of the constructive nature of composition have been revised, how to generate ideas, how to arrange them consistently, and how to use discourse markers and lyrical conventions to make them into a coherent written text. Has created a discourse pedagogy that focuses students on writing, edits texts for proper grammar in clarifying their meaning, and creates the final products.¹⁰

much attention was paid to the composition of the "model" students were to imitate and how well the student's final product was measured against a list of criteria which included:

- 1) Content
- 2) Organization
- 3) Vocabulary
- 4) Grammar
- 5) Mechanical considerations (spelling and punctuation)¹¹

Regarding the statement above, keep in mind that the writing process is an important aspect that determines the outcome of the writing itself. In addition, the final result of writing must also meet several measurement criteria in the preparation of writing. such as

¹⁰H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (The United States of New York: Longman, 2001), 2nd Edition, p.335

¹¹*Ibid.*

content, organization, vocabulary, grammar, and mechanical considerations.

2. Kind of Writing

In general, there are three types of writing: academic writing, personal writing, and creative writing. Alice Oshima explains that “Academic writing is the type of writing used in high school and college classes. Academic writing is different from creative writing and personal writing”.¹² It should be noted that creative writing is a type of writing such as stories, poetry, etc. Then, personal writing is a type of writing such as letters or e-mails. In addition, creative writing and personal writing are informal and academic writing is formal.

Focusing on academic writing, several types of writing are commonly used in high school and college classes such as:

a. Description

The description is about the sensory experience — how something looks, sounds, and feels. Most are about visual experience, but the description also deals with other types of perception.¹³

It means that the description has the main goal of describing objects from a visual appearance that we can see, smell, and feel.

¹²Alice Oshima & Ann Haque, *Introduction to Academic Writing*, (The United State of America: Longman, 2007), 3th Edition, p.3

¹³Thomas S. Kane, *Essential Guide to Writing*, (New York: Oxford University Press, 2000), p.351

b. Narration

A narrative is a story or description of events in the past that follow a time or chronological sequence.¹⁴ It can be concluded that narrative refers to stories of the past in written form which aim to describe events in the past with a certain chronological system.

c. Exposition

Expository paragraphs are those that deal with facts, ideas, and beliefs. They explain, analyze, define, compare, and illustrate. They answer questions such as What? Why? How? What caused it? The effect? Like what? Unlike what? Those are the kind of paragraphs we write in reports or term papers or exams.¹⁵

In the expository type, the writer tries to show the facts of an object to make the reader believe or not believe something related to that object. It means, that expository or exposition only shows the facts of an object without the aim of getting the reader to agree with the author's opinion.

d. Argumentation

Whereas in the type of argumentation, apart from convincing the reader to believe or not believe in the truth of the facts of an object, it also aims to persuade the reader to take certain actions related to the new truth that is exposed to them.¹⁶

¹⁴R.R Jordan, *Academic writing Course Study Skills in English*, (Cambridge: Longman, 1999), p. 27

¹⁵Thomas S. Kane, *Essential Guide*, p.89

¹⁶Sanggam Siahaan, *Issue in Linguistic*, (Yogyakarta: Graha Ilmu, 2008), p. 217

So, argumentation is a text in which the reader agrees or disagrees with an issue, uses reasons to support an opinion, and the writer's goal is to convince the reader that the opinion conveyed is true. It means that argumentation is used to make a case, to prove or disprove a statement or proposition.

e. Report

Reports are a type of writing that has the objective of providing general information about all kinds of things.¹⁷ So, report text only aims to convey general information about an object. And it does not serve the purpose of telling a story, procedure, or argument.

3. Descriptive Writing

a. Definition of Descriptive Writing

According to Alice Oshima, Descriptive writing is writing that can appeal to the senses, so that when telling something it seems as if it can be seen, felt, smelled, tasted, and/or heard. A good description is a word picture; Readers can imagine objects, places, or people in their minds.¹⁸

Based on the statement above, the researcher concludes that descriptive text is a text that has the main objective of describing an object (person, thing, or place) from specific to general characters so that readers can imagine the object in their minds based on the author's

¹⁷Graeme Kennedy, *Structure and Meaning in English*, (New York: Pearson Longman, 2003), p.334

¹⁸Alice Oshima & Ann Haque, *Introduction to Academic*, p.61

elaboration in his writing. To find out all the characters of the object, the author can see the appearance or look for factual data from the object.

b. The Structure of Descriptive Writing

Certainly, every text has a structure that is defined as a web of meaningful relationships that connect the sentence to another, giving direction to the text and keeping it together.¹⁹ It means the structure stands as a direction for writing text with coherence or good-meaning relationships.

There are two generic structures of descriptive text namely:

1) Identification

Identification is introducing a subject or something to be explained.

2) Description

The description is a brief detail of who, or what of the subject.²⁰

Related to the statement above, there are two structures in descriptive text namely general identification and description. Below is an example of the text structure that is applied in descriptive text:

¹⁹Graeme Kennedy, *Structure and Meaning*, p.321

²⁰Imelda Wardani, et al, *e-Journal of English Language Teaching Society (ELTS)* Vol. 2 No. 1 2014 – ISSN 2331-1841, p. 2 Print.

Text Structure

My Cat*Identification* →

I have a funny cat. He was playful and loved playing with me and all the new things. And I got this cat when my sister was visiting last year.

Description →

He has gray and white fur, and his fur is so soft that I love stroking him. He has a long tail and he likes to play with it, and sometimes he always tries to catch the tail. I also like to hold him on his head, holding him this way makes him fall asleep.

c. Kinds of Descriptive Writing

Descriptive writing has three kinds, as follows:

1) Description of the person

Descriptions of the person are focused on describing a person. whether it is behavior or character that reflects the person.

2) Description of the place

A descriptive place is focused on describing a place. It describes the physical characteristics that reflect a place.

3) Description of things or objects

It is focused on describing a thing or object. Both physical objects and characteristics reflect a thing or object.

4. Teaching Writing

Writing, speaking, and listening are very important communication skills across all subjects in the curriculum.²¹ Therefore, writing is an important skill that must be mastered by all students at school. Automatically, for students to be able to master writing skills, a teaching activity is needed which is guided by the teacher.

Teaching can be defined as “the action of someone teaching; the profession of a teacher”, and “teaching is imparting knowledge or skill”. And also, teaching is guiding and facilitating learning, enabling learners to learn, and setting the conditions for learning.²² So, teaching refers to the professional skills of a teacher who can guide students in the class which has the main goal so that students can succeed in learning material. It is also considered as the role of the teacher. David Riddell says that “Perhaps we should say 'role' because 'teaching' is only part of what a teacher is supposed to do inside – and outside – the classroom”.²³

Speaking and writing skills are both productive skills, but there are no similarities when teaching.²⁴ They are different in both layout and teaching. Teacher-led speeches are more focused on pronunciation, accuracy, and fluency. Typical activities used are dialogue, monologue,

²¹Trudy Wallace, et al. *Teaching speaking, listening and writing*, (Geneva: The International Bureau of Education-IBE, 2004), EP14, p.7

²²H. Douglas Brown, *Principles of Language Learning and Teaching*, (The United States of New York: Longman, 2000), 4th edition, p.7

²³David Riddell, *Teaching English as a Foreign Language*, (London: Hodder Education, 2010). p.31

²⁴*Ibid.*, p.15

role-playing, speaking, etc. While the components referred to in teaching writing such as grammar, punctuation, and paragraph structure. And the methods used in teaching writing such as writing simple sentences, writing paragraphs, or writing certain texts.

Jeremy Harmer elaborated that "writing has always been used as a means to reinforce the language that has been taught."²⁵ It can be said that the teacher can ask the students to write sentences using the grammar they have just learned. Then, students can be asked to write longer paragraphs or compositions to practice certain aspects of language or paragraphs and text constructions that have recently been focused on. Writing reinforcement here will be able to guide students to improve their skills.

B. The Concept of Jot Thoughts

1. Definition of Jot Thoughts

Jot Thoughts is a technique in teaching writing. As Kagan said, "Jot Thoughts are used to generate ideas."²⁶ It means Jot Thoughts is used to create learning groups within a course through teamwork/group interaction. In groups, students are more interested in brainstorming and sharing their ideas.

Jot Thoughts begins with the teacher providing a topic and setting a time limit for thinking. For example, if a class is studying a descriptive text

²⁵Jeremi Harmer, *How to Teach Writing*, (England: Pearson Longman, 2004), p.32

²⁶Spencer Kagan, *Kagan Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), p.

and is given a topic to explain to the English teacher, the teacher might ask questions such as: "How about our school?" or "What do you think of our school?". Then, they write down as many ideas as they can in the allotted time on a piece of paper (one sheet of paper contains one idea).

Moreover, it is not only a technique used for descriptive texts. It is also suitable for activities with different purposes and themes. As stated by Kagan, this structure is recommended for team building, social skills, knowledge acquisition and learning processes, information processing, and thinking skills. So obviously it can be used for many themes depending on our needs.

Jot Thoughts is one of five classification-based cooperative learning strategies and often has the common goal of engaging students in class activities and helping each other. This is a quick and easy activity that is especially useful for exam preparation. Through this activity, the teacher can see students' understanding of the material.

2. The Principle of Jot Thoughts

Looking at how this technique is applied, we understand that it emphasizes teamwork instead of individuals to achieve goals. Students should cooperate or help each other until the writing is done. In the process, they propose, debate, defend, and decide which opinion can be

continued. Then each member of the group has the same role in participating.²⁷

At the end of the activity, each group will make a text based on their team's work. However, the most important thing to remember is that teachers will not appreciate the qualities of their writing such as grammatical accuracy, punctuation, etc. of a product.

Therefore, the jot thoughts technique is useful for students to convey the ideas they get which are then discussed in groups.

3. The Advantages and Disadvantages of Jot Thoughts Technique

a. The Advantages of Jot Thoughts

There are a lot of advantages of applying the Jot Thoughts technique for both teachers and students:

- 1) This technique can allow the students to consider more details in completing the text, which the teacher will be able to monitor step by step.
- 2) This technique helps the students to remember the vocabularies they already knew.
- 3) The technique trains the students' collective effort to help each other in groups.
- 4) This technique teaches the students to be able to have good discussions in groups.

²⁷Istiqamah Rahmadani, Sitti Fatimah. *Teaching Writing Procedure Text by Using Jot Thoughts Technique to Junior High School Students*, p.243

- 5) Using this technique can increase learning motivation for the students.²⁸

b. The Disadvantages of Jot Thoughts Technique

There are some disadvantages of Jot Thoughts technique for students:

- 1) The students cannot express all of the opinions in the text.
- 2) The students refuse to make an effort because they feel they can count on other friends in a group.

4. The Procedure of Jot Thoughts Technique

Based on the procedure for teaching the Jot Thoughts technique described by Kagan in the previous discussion. The design procedure for teaching descriptive writing through the Jot Thoughts technique is as follows:

- a. Teacher names a topic, sets a time limit, and provides think time (eg, In three minutes, how many questions can you write that have the answers 17? What are ways we could reduce poverty?).
- b. Students write and announce as many ideas as they can in the allotted time, one idea per slip of paper.
- c. Each slip of paper is placed in the center of the table; students attempt to "cover the table" (no slips are to overlap).²⁹

²⁸ *Ibid.* p.246

²⁹ Spencer Kagan, *Kagan Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), p. 6.28

C. Theoretical Framework and Paradigm

1. Theoretical Frameworks

This research is quantitative. This study aims to determine the effect between the independent and dependent variables. This study has two types of variables, namely the independent variable (X) and the dependent variable (Y). The independent variable (X) is the Jot Thoughts technique and the dependent variable (Y) is descriptive writing skills. Scott W. explained that "independent variables are variables that are systematically controlled by researchers to determine the effect of these variables. By systematically changing the independent variable and holding all other variables constant, the researcher believes that any change in the dependent variable - the outcome as measured by the researcher- is caused by the influence of the independent variable."³⁰ This means that the independent variable is the controlling variable that influences the dependent variable in the study.

Writing is one of four basic skills that must be mastered by students. Many students think that writing is a difficult language skill to learn because writing involves content, form, grammar, vocabulary, and mechanics. In addition, writing is one of the productive skills in English. Because it is a productive skill, writing does not only require knowledge or theory, but writing also requires ideas in the process. The problems

³⁰Scott W. Vanderstoep and Deirdre D. Johnston, *Research Methods for Everyday Life*, (San Francisco: Jossey-Bass, 2009), p. 35

faced in the class are that students have difficulty building and developing their ideas, choosing the right diction, and using grammar. In addition, students have low motivation in writing. Therefore, the teacher needs to use the right technique to solve the problem.

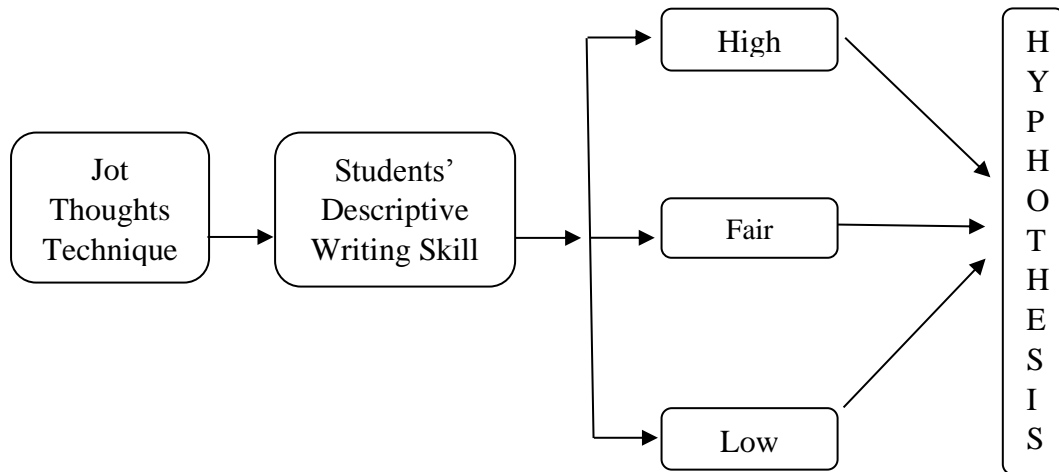
There are so many techniques in teaching writing, especially in descriptive text. In this study, the researchers using the Jot Thoughts technique for teaching descriptive texts which focused on the tenth grade of SMK N 1 Banjar Agung. The researcher assumes that if a teacher uses the Jot Thoughts technique in teaching writing about descriptive text, the students will be easier in brainstorming ideas and they can participate fully in the class through work in groups.

If the Jot Thoughts technique is effective for teaching descriptive writing skills, then it can have a good influence on students' descriptive writing skills. However, if the Jot Thoughts technique is not effective for teaching descriptive writing skills, then it cannot affect students' descriptive writing skills.

2. Paradigm

A paradigm is a pattern of correlation between variables to be the research. Therefore, based on the theoretical framework above, the researcher describes the paradigm as follows:

Figure 1
The Description of the Research Paradigm



Based on the figure above, it can be seen that if the Jot Thoughts technique and students' descriptive writing skills is high, then there is a positive and significant influence using Jot Thoughts technique towards students' descriptive writing skills. Conversely, if Jot Thoughts technique and students' writing skills are low, then there is no positive and significant influence of using Jot Thoughts technique toward the students' writing skills.

D. Hypothesis Formulation

A research hypothesis is a hypothesis developed from observation, related literature, and/or theory explained in the research. The research hypothesis states that the expected relationship can be found as a result of the

research.³¹ This states the expected relationship or difference between the variables in the study.

John Creswell explains that a hypothesis is a prediction made by researchers about an expected relationship between variables in quantitative research.³² There are two types of hypotheses, such as the alternative hypothesis and the null hypothesis.

Based on the explanation above, the hypothesis in this research can be formulated as follows:

1. Alternative Hypothesis (Ha)

There is a positive and significant influence of using the Jot Thoughts technique towards the students' descriptive writing skills.

2. Null Hypothesis (Ho)

There is no positive and significant influence of using the jot thoughts technique toward the student's descriptive writing skills.

E. Statistics Hypothesis

Regarding the statistical hypothesis concept, Yogesh Kumar explained that "A hypothesis can be stated in the null form which is a statement that there is no relationship or no difference between or between variables. In this case, the null hypothesis is a statistical hypothesis that can be tested within the

³¹Donal Ary et al., *Introduction to research in Education*, (USA: Wadsworth Cengage Learning, 2010), 8th Edition, p. 91

³²John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: SagePublications, 2009), P. 132

framework of probability theory. And also a form of an undirected hypothesis.”

³³ This hypothesis is considered an assumption about the population parameter.

The formulation of the statistical hypothesis in this research are:

1. If $t\text{-observed} > t\text{-table}$, H_a is accepted and H_o is rejected.
2. If $t\text{-observed} < t\text{-table}$, H_a is rejected and H_o is accepted.

³³Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Ltd., Publishers, 2006), p. 61

BAB III

RESEARCH METHOD

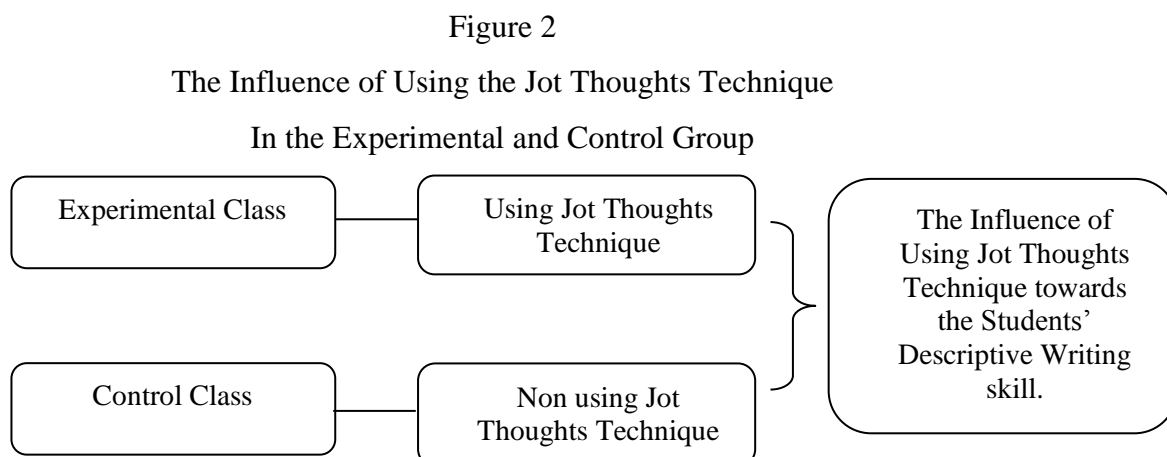
A. Research Design

In this research, the researcher using a quantitative design to investigate whether there is a positive and significant the influence of using Jot Thoughts technique toward the students' Descriptive writing skills.

Daniel found that there are two types of quantitative research designs. Experimental and non-experimental. Experimental design is a test conducted under controlled conditions to prove a known truth or test a hypothesis's validity.¹

In this research, the researcher conducts the experimental design that uses two classes specifically class X APHP (Agribusiness Processing of Agricultural Products) as a control class without treatment for the students and class X DPIB (Modeling Design and Building Information) as an experimental class to receive the treatment taught by using Jot Thoughts technique. The design is as follows:

¹Daniel Mujis, *Doing Quantitative Research In Education*, (London: Sage Publication, 2004), p. 13



Based on Figure 2, it can be seen the researcher assumed that. Firstly, each of the groups acquired the pre-test earlier than doing a treatment. Secondly, the experimental class X DPIB is given a treatment using the Jot thoughts technique and the control class X APHP didn't get a treatment. Thirdly, each group received the post-test with the identical instrument in the pre-test. finally, it may be observed the influence of using the Jot Thoughts technique towards the students' descriptive writing skills.

The description of the Table 2 sequence is:

Table 2
The True Experiment Design

Group	Pre-Test	Treatment	Post-Test
Experimental Group	X	X	X
Control Group	X		X

Following the post-test, the analyses of statistical are completed to see whether the treatment has had an impact on the experimental group.²

B. The Definition of Operational Variables

Variables of the research have to be defined operationally and clearly to create multiple interruptions. Based on the statement above, the active search for variables has two types there are independent and dependent variables.

1. The Independent Variable

The independent variable is the variable that influences the dependent variable. The independent variable in this research is the Jot Thoughts technique. The researcher makes use of quantitative research, in which pre-test and post-test are designed. In the design, the pre-test and post-test are supposed to analyze whether using the Jot Thoughts technique can influence the students' writing skills positively and significantly.

The indicators of implementation Jot Thoughts technique are as follows:

- a. The students to consider more details in completing the text.
- b. The students can remember the vocabularies they already know.
- c. The student's collective effort to help each other in groups.
- d. The students to be able to have good discussions in groups.
- e. The students can increase their motivation in learning.

²*Ibid*,p.18

2. The Dependent Variable

The dependent variable is a variable that is observed and measured to determine the independent variable. The dependent variable of this research is the students' writing skills. The dependent variable indicator of this research is the writing assessment from J.B. Heaton.

Table 3
Rating Scales of Writing Assessment

Content	Excellent to very good (30-27)	Good to average (26-22)	Fair to poor (21-17)	Very poor (16-13)
	Knowledgeable – substantive – etc.	Some knowledge of subject – adequate range – etc.	Limited knowledge of subject – little substance – etc.	Does not show knowledge of subject – non-substantive – etc.
Organization	Excellent to very good (20-18)	Good to average (17-14)	Fair to poor (13-10)	Very poor (9-7)
	Fluent expression – ideas clearly – stated – etc.	Somewhat choppy – loosely organized but main ideas stand out – etc.	Non-fluent – ideas confused or disconnected – etc.	Does not communicate – no organization – etc.
Vocabulary	Excellent to very good (20-18)	Good to average (17-14)	Fair to poor (13-10)	Very poor (9-7)
	Sophisticated range – effective word/idiom choice and usage – etc.	Adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured.	Limited range – frequent errors of word/idiom form, choice, usage – etc.	Essentially translation – little knowledge of English vocabulary.
Language use	Excellent to very good (25-22)	Good to average (21-19)	Fair to poor (17-11)	Very poor (10-5)

	Effective complex constructions – etc.	Effective but simple constructions – etc.	Major problems in simple/complex constructions – etc.	Virtually no mastery of sentence constructions rules – etc.
Mechanics	Excellent to very good (5)	Good to average (4)	Fair to poor (3)	Very poor (2)
	Demonstrates mastery of conventions – etc.	Occasional errors of spelling, punctuation – etc.	Frequent errors of spelling punctuation, capitalization – etc.	No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.

C. Population, Sample, and Sampling Technique

1. Population

Populations are a generalized area of objects/subjects which have specific qualities and characteristics.³ Donal Ary assumes that “a population is all participants of any well-defined class of people, activities, or items”. in the meantime, Jack R. Fraenkel explains that the term population refers to all the participants of a selected group. it is an interesting group that is to be generalized through research within the result of the examination. It means that the population is all participants of the group consisting of people, objects, or activities this is determined in a study.

³Sugiyono, *Statistika Untuk Penelitian*, (Bandung: CV Alfabeta, 2007), 12th Edition, p.61

In this research, the population is all students of the tenth grade of SMK N 1 Banjar Agung. Namely, 95 students consisting of four classes. There are 30 students of TBSM, 35 students of MM, 15 students of DPIB, and 15 students of APHP.

2. Sample

A sample is a small group that is observed or a portion of a population.⁴ A sample is any part of individuals on whom information is obtained. It may, for a variety of reasons, be different from the sample originally selected.⁵

It can be concluded that the sample is the small group of elements or individual parts of the population that is observed. Related to the sample discussion, the samples of this research are 30 students in the tenth grade which consists of two classes, there are the experimental class and the control class. The experimental class consists of 15 students and the control class which of 15 students.

3. Sampling Technique

Sampling refers back to the process of choosing those who will participate in a research study.⁶ In this research, the researchers used a purposive cluster sampling technique as a form of sampling technique based on preceding knowledge about a population and the specific

⁴Donal Ary, *Introduction to Research*, p. 148

⁵Jack R. Fraenkel, and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill, 2009), 7th Edition, p.105

⁶*Ibid.*

purpose of the study. The researcher chose class X DPIB as the experimental class because of their low score in writing.

D. Data Collecting Technique

The researcher used the technique to obtain accurate data at SMK N 1 Banjar Agung. In collecting the data, the researcher used the technique such as:

1. Test

According to Donald Ary, a test is a set of stimulants presented to a person to evoke a response that can be assigned a numerical score.⁷ A test is a system used to measure a person's capability or knowledge in a particular area.

a. Pre-Test

The pre-test is held at the first meeting before treatment is carried out to determine students' abilities before conducting the research actions.

b. Post-Test

The post-test is held at the last meeting after the treatment is carried out to find out whether the treatment contributed sufficiently to student learning achievement in the class.

⁷Donal Ary, et al., *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010), Eight Edition, P. 67

2. Documentation

Arikunto explained that documentation is one of the ways used to find data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, agendas, and others.⁸

The researcher used the method to find data about the history of the school, the condition of teachers and official employees, the number of students, and the organizational structures of SMK N 1 Banjar Agung.

E. Research Instrument

The research instrument in this study is in the form of a test which is explained as follows:

Instrument Blueprints

To obtain data related to problems in research, researchers designed predetermined indicators. In addition, researchers used Pre-test and Post-test instruments.

To find out students' writing skills, the researcher measured students' writing skills by asking them to make a descriptive text. The researcher instructed the students to make a simple composition that had been determined. In addition, the researcher uses a test instrument to take the instrument scale which is the standard written test score as follows:

⁸Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 274

Table 4
Rating Scales of Writing Assessment

Content	Excellent to very good (30-27)	Good to average (26-22)	Fair to poor (21-17)	Very poor (16-13)
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	Fluent expression – ideas clearly – stated – etc.	Somewhat choppy – loosely organized but main ideas stand out – etc.	Non-fluent – ideas confused or disconnected – etc.	Does not communicate – no organization – etc.
Vocabulary	Excellent to very good (20-18)	Good to average (17-14)	Fair to poor (13-10)	Very poor (9-7)
	Sophisticated range – effective word/idiom choice and usage – etc.	Adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured.	Limited range – frequent errors of word/idiom form, choice, usage – etc.	Essentially translation – little knowledge of English vocabulary.
Language use	Excellent to very good (25-22)	Good to average (21-19)	Fair to poor (17-11)	Very poor (10-5)
	Effective complex constructions – etc.	Effective but simple constructions – etc.	Major problems in simple/complex constructions – etc.	Virtually no mastery of sentence constructions rules – etc.
Mechanics	Excellent to very good (5)	Good to average (4)	Fair to poor (3)	Very poor (2)

	Demonstrates mastery of conventions – etc.	Occasional errors of spelling, punctuation – etc.	Frequent errors of spelling punctuation, capitalization – etc.	No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.
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Source: Adapted from J. B. Heaton in *Writing English Language Tests*

F. Data Analysis Technique

To investigate whether there is an influence of Jot Thoughts on descriptive writing skills at tenth grade of SMK N 1 Banjar Agung, Tulang Bawang. The researcher uses the true experiment in the form of paired by using a control group pre-test and post-test design and here is the formulation of the t-test:⁹

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

Where:

t : t-test

M_y: Mean Sample Experiment

M_x: Mean Sample Control

N_y : Number Study Experiment

N_x: Number Study Control

X : Deviation X₂ and X₁

Y : Deviation Y₂ from the Mean Y₁.

⁹*Ibid.* p. 354

BAB IV

RESULT AND DISCUSSION

A. Research Result

1. The profile of SMK N 1 Banjar Agung

a. Short Story about SMK N 1 Banjar Agung

SMK N 1 Banjar Agung is the only public high school in the sub-district of Banjar Agung, Tulang Bawang, Lampung. This school is located in Tridarma Wirajaya, Banjar Agung district. Established in 2017 or rather, it has been around 6th years. In its history, SMK N 1 Banjar Agung has never changed school principals from 2017 until now. The headmaster at SMK N 1 Banjar Agung is Mr. Rohmanuddin, S.Pd., M.M.

b. Vision, Mission and Purpose of SMK N 1 Banjar agung

1) Vision

The high-quality vocational institution produces graduates with professional competence, faith, strong character, creativity, and competitiveness.

2) Mission

- a. Conducting education according to national standards of education.
- b. Organizing culture-based learning of the nation's cultural characteristics with religious principles.

- c. Adapt and develop IPTEK to support area development.
- d. Improving the quality of educators and education personnel through education and training.
- e. Improving partnerships with du/di to promote quality units of production.

3) Purpose and Goals

The purpose and goals of SMK N 1 Banjar Agung there are:

- a. Preparing the students to be human faith, productive, and able to work independently or in a team.
- b. Preparing the students to be able to develop a professional attitude in their field of experience and be able to adapt to the work environment.
- c. Administering the students with technological science and art to be able to develop themselves independently or through higher education.
- d. Propagating communication based on empathy in both intra-school and with the community.
- e. Engendering a sense of appreciation and belonging to the resources and tools of learning, both within the school ward and in the surroundings.

2. The Description of Research Result

a. Pre-Test Result

The researcher conducted a Pre-Test in the first meeting of the research to find out the data between the experimental class and the control class. The pre-test in this research is a writing test. The result of students' experimental class pre-test can identified as follows:

Table 5

The Result of Students' Experimental Class Pre-Test at the Tenth Grade of SMK N 1 Banjar Agung, Tulang Bawang

No	NAME	CO	OR	VO	GR	MC	SCORE
1.	AS	16	13	9	10	4	52
2.	BTN	16	13	13	17	4	63
3.	CAH	16	17	13	17	5	58
4.	FAP	16	13	13	17	4	63
5.	JS	16	13	13	10	4	56
6.	MS	16	13	13	10	4	56
7.	ML	16	13	13	17	4	63
8.	PE	21	13	13	17	4	68
9.	RIW	21	13	13	21	4	72
10.	RIM	21	13	13	17	4	68
11.	RA	16	13	9	10	5	52
12.	R	21	13	13	21	4	72
13.	TAR	21	13	13	21	4	72
14.	YSP	16	13	13	17	4	63
15.	ZA	21	13	13	21	4	72
Total							950
Average							63,3
The highest score							72
The lowest							52
The number of students who got 70 or more							4

Source: The result of students' experimental class Pre-Test on November 20th, 2023.

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

R = the highest score – the lowest score

$$= 72-52$$

$$= 20$$

K = $1+3.3 \log n$

$$= 1+3.881 = 4.881$$

$$= 5$$

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

K

$$= \frac{20}{5}$$

5

$$= 4$$

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

Table 6
Frequency Distribution as the Result of Pre-Test in Experimental Class at the tenth grade of SMK N 1 Banjar Agung Tulang Bawang

Interval	Frequency	Category	Percentages %
52-55	2	Low	13.33%
56-59	3	Low	20%
60-63	4	Low	26.66%
64-67	-	Fair	0%
68-71	2	Fair	13.33%
72-75	4	High	26.66%
	15		100%

Based on the data of frequency distribution above, it can be concluded that 4 (26.66%) students passed away from 70 as the Minimum Mastery Criteria (MMC). Therefore, it can be concluded that the students' descriptive writing skills are very low.

Furthermore, the result of students' control class pre-test can be identified as follows:

Table 7
The Result of Students' Control Class Pre-Test at the Tenth Grade of
SMK N 1 Banjar Agung, Tulang Bawang

No	NAME	CO	OR	VO	GR	MC	SCORE
1.	AR	16	13	9	10	4	52
2.	AS	21	13	13	21	4	72
3.	CN	16	13	13	17	4	63
4.	CW	21	13	13	21	4	72
5.	DS	16	17	17	17	5	72
6.	E	16	13	9	10	4	52
7.	HA	16	13	13	10	4	56
8.	HS	16	13	9	10	4	52
9.	KASD	21	17	17	17	4	76
10.	MLG	21	13	13	17	4	68
11.	NA	21	13	13	21	4	72
12.	SR	16	13	13	17	4	63
13.	SDAS	16	13	13	21	5	68
14.	SMR	21	13	13	17	4	68
15.	WA	21	13	13	17	5	69
Total							975
Average							65
The highest score							76
The lowest							52
The number of students who got 70 or more							5

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

$$\begin{aligned}
 R &= \text{the highest score} - \text{the lowest score} \\
 &= 76 - 52 \\
 &= 24 \\
 K &= 1 + 3.3 \log n \\
 &= 1 + 3,881 = 4,881 \\
 &= 5 \\
 P &= \frac{R}{K} \\
 &= \frac{24}{5} \\
 &= 4,8 \\
 &= 5
 \end{aligned}$$

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

Table 8

Frequency Distribution as the result of Pre-Test in Control Class at the tenth grade of SMK N 1 Banjar Agung Tulang Bawang

Interval	Frequency	Category	Percentages %
52-56	4	Low	26.66%
57-61	0	Low	0%
62-66	2	Fair	13.33%
67-71	4	Fair	26.66%
72-76	5	High	33.33%
	15		100%

Based on the table of frequency distribution above, it can be concluded that only 5 (33.33%) students passed from 70 as the

Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students' descriptive writing skills are low.

b. Post-Test Result

The researcher conducted a post-test in the last meeting of the research to compare the students' descriptive writing skills before and after the treatment. The data of post-test scores at the experimental class is as follows:

Table 9

The Result of Students' Experimental Class Post-Test at the Tenth Grade of SMK N 1 Banjar Agung, Tulang Bawang

NO	NAME	CO	OR	VO	GR	MC	SCORE
1.	AS	16	17	13	17	5	68
2.	BTN	21	17	13	17	4	72
3.	CAH	16	17	13	17	5	68
4.	FAP	26	17	13	17	5	78
5.	JS	16	13	13	17	4	63
6.	MS	21	13	13	17	4	68
7.	ML	26	17	13	21	5	82
8.	PE	26	20	17	21	4	88
9.	RIW	26	20	17	21	5	89
10.	RIM	21	17	17	17	4	76
11.	RA	21	13	13	10	4	61
12.	R	21	17	13	21	4	76
13.	TAR	21	13	13	21	4	72
14.	YSP	21	13	13	21	4	72
15.	ZA	26	20	17	21	5	89
16.							
Total							1.122
Average							74,8
The highest score							89
The lowest							61
The number of students who got 70 or more							10

Source: The result of students' Experimental Class Post-Test on November, 28th, 2023.

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

$$\begin{aligned} R &= \text{the highest score} - \text{the lowest score} \\ &= 89 - 61 \\ &= 28 \end{aligned}$$

$$\begin{aligned} K &= 1 + 3.3 \log n \\ &= 1 + 3.881 = 4.881 \\ &= 5 \end{aligned}$$

$$\begin{aligned} P &= \frac{R}{K} \\ &= \frac{28}{5} \\ &= 5.6 \\ &= 6 \end{aligned}$$

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

Table 10
Frequency Distribution as the result of Experimental Class
Post-Test at the tenth grade of SMK N 1 Banjar Agung Tulang
Bawang

Interval	Frequency	Category	Percentages %
60-65	2	Fair	13.33%
66-71	3	Fair	20%
72-77	5	High	33.33%
78-83	2	High	13.33%

84-89	3	High	20%
	15		100 %

Based on the table of frequency distribution above, it can be concluded that 10 (66.66%) students passed from 70 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students' descriptive writing skills in the post-test were increased or good.

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

Table 11

The Result of Students' Control Class Post-Test at the Tenth Grade of SMK N 1 Banjar Agung, Tulang Bawang

NO	NAME	CO	OR	VO	GR	MC	SCORE
1.	AR	16	13	13	10	4	56
2.	AS	21	13	13	17	4	68
3.	CN	21	17	17	17	4	76
4.	CW	26	17	13	21	4	81
5.	DS	21	17	13	17	4	72
6.	E	16	13	9	10	4	52
7.	HA	21	13	13	10	4	61
8.	HS	16	13	13	10	4	56
9.	KASD	26	17	13	21	4	81
10.	MLG	16	13	13	17	4	63
11.	NA	21	13	13	21	4	72
12.	SR	21	13	13	17	4	68
13.	SDAS	21	17	13	17	4	72
14.	SMR	21	13	13	17	5	69
15.	WA	21	13	13	17	4	68

Total	1.015
Average	67,6
The highest score	81
The lowest	52
The number of students who got 70 or more	6

Source: The result of students' Experimental Class Post-Test on November, 28th, 2023.

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

$$\begin{aligned}
 R &= \text{the highest score} - \text{the lowest score} \\
 &= 81 - 52 \\
 &= 29
 \end{aligned}$$

$$\begin{aligned}
 K &= 1 + 3.3 \log n \\
 &= 1 + 3,881 = 4,881 \\
 &= 5
 \end{aligned}$$

$$\begin{aligned}
 P &= \frac{R}{K} \\
 &= \frac{29}{5} \\
 &= 5.8 \\
 &= 6
 \end{aligned}$$

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

Table 12
Frequency Distribution as the Result of Control Class Post-Test at
The Tenth Grade of SMK N 1 Banjar Agung Tulang Bawang

Interval	Frequency	Category	Percentages %
52-57	3	Low	20%
58-63	2	Fair	13.33%
64-69	4	Fair	26.66%
70-75	3	High	20%
76-81	3	High	20%
	15		100 %

Based on the table of frequency distribution above, it can be concluded that 6 (40%) students passed from 70 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students' descriptive writing skills are still low.

3. Hypothesis Testing

After the researcher gave the treatment Jot Thoughts technique to the students, the researcher analyzed the data by using a t-test to prove whether is any positive and significant influence of the Jot Thoughts technique between the experimental class with the treatment and the control class without a treatment at the Tenth grade of SMK N 1 Banjar Agung, Tulang Bawang as follow:

Table 13
The Score of Pre-test and Post-Test Results of Descriptive Writing
Skill at the Tenth Grade of SMK N 1 Banjar Agung, Tulang Bawang

NO	Control Class				NO	Experimental Class			
	Subject	Pre-Test	Post-Test	Difference		Subject	Pre-Test	Post-Test	Difference
		(X1)	(X2)	(X)			(Y1)	(Y2)	(Y)
1.	AR	52	56	4	1.	AS	52	68	16
2.	AS	72	68	-4	2.	BTN	63	72	9
3.	CN	63	76	13	3.	CAH	58	68	10
4.	CW	72	81	11	4.	FAP	63	78	15
5.	DS	72	72	0	5.	JS	56	63	7
6.	E	52	52	0	6.	MS	56	68	12
7.	HA	56	61	9	7.	ML	63	82	12
8.	HS	52	56	4	8.	PE	68	88	16
9.	KASD	76	81	5	9.	RIW	72	89	17
10.	MLG	68	63	-5	10.	RIM	68	76	8
11.	NA	72	72	0	11.	RA	52	61	9
12.	SR	63	68	5	12.	R	72	76	4
13.	SDAS	68	72	4	13.	TAR	72	72	0
14.	SMR	68	69	1	14.	YSP	63	72	9
15.	WA	69	68	-1	15.	ZA	72	89	17
The Result		975	1.015	$\sum X= 46$	The Result		950	1.122	$\sum Y= 161$

a. Putting the data into t-test formula in order to get t_{observed} :

$$M_x = \frac{46}{15} = 3,066$$

$$M_y = \frac{161}{15} = 10,733$$

$$\begin{aligned} \sum x^2 &= \sum X^2 - \frac{(\sum X)^2}{N} \\ &= 512 - \frac{(46)^2}{15} \\ &= 512 - \frac{2.166}{15} \end{aligned}$$

$$\begin{aligned} \sum y^2 &= \sum Y^2 - \frac{(\sum Y)^2}{N} \\ &= 2.075 - \frac{(161)^2}{15} \\ &= 2.075 - \frac{25.921}{15} \end{aligned}$$

$$= 512 - 141,066$$

$$= 2.075 - 1.728,066$$

$$\sum x^2 = 370,934$$

$$\sum y^2 = 346,937$$

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

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

$$t = \frac{3,066 - 10,733}{\sqrt{\left(\frac{370,934 + 346,937}{15 + 15 - 2}\right)\left(\frac{1}{15} + \frac{1}{15}\right)}}$$

$$= \frac{+7,667}{\sqrt{\left(\frac{717,871}{28}\right)\left(\frac{2}{15}\right)}}$$

$$= \frac{7,667}{\sqrt{(25,638 \times 0,133)}}$$

$$= \frac{7,667}{\sqrt{3,409}} = \frac{7,667}{1,846} = 4.086$$

Moreover, after putting the data above into formula t-test, the researcher got t_{observed} is 4.086.

4. Interpretation

The researcher has formulated the alternative hypothesis (H_a) and the null hypothesis (H_o) as follows:

a. Alternative Hypothesis (H_a)

There is a positive and significant influence of using the Jot Thoughts technique towards the students' descriptive writing skills.

b. Null Hypothesis (H_0)

There is no positive and significant influence of using the jot thoughts technique toward the student's descriptive writing skills.

Furthermore, after H_a and H_0 had formulated, the researcher consulted t_{observed} to t_{table} as follows:

- 1) If $t_{\text{observed}} > t_{\text{table}}$, H_a is accepted and H_0 is rejected.
- 2) If $t_{\text{observed}} < t_{\text{table}}$, H_a is rejected and H_0 is accepted.

It means that if the t_{observed} is higher than t_{table} (there is a positive and significant influence) and H_a is accepted and H_0 is rejected.

5. Interpretation of t_{observed}

After analyzing the data in hypothesis testing, the researcher found that the critical value of t_{observed} is 4,086. If the researcher interprets it base on the concept above. It can be concluded that there is a positive and significant influence of jot thoughts technique towards the students' descriptive writing skills at the tenth grade SMK N 1 Banjar Agung Tulang Bawang.

a. Statistical Significance

The hypothesis applied in this research is there a positive and significant of Jot Thoughts technique towards the students' descriptive writing skills at the tenth grade of SMK N 1 Banjar Agung Tulang Bawang.

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

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

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

$$= 15 + 15 - 2$$

$$= 28$$

The degree of freedom (d.f) was 28, the researcher was able to find it in t_{table} . Then, it is not done interpolation.

Table 14
Critical Value of t_{table}

	5%	1%
d.f 28	2,05	2,27

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

$$t_{observed} = 4.086$$

$$t_{table} = 2.05 \% (5\%) \text{ and } 2.27 \% (1\%)$$

Furthermore, the data confirm that $t_{observed}$ is higher than t_{table} or it can be written as $2.05 < 4.086 > 2.27$. It means that there is a positive and significant influence of Jot Thoughts technique towards the students' descriptive writing skills at the tenth grade of SMK N 1 Banjar Agung Tulang Bawang.

B. Discussion

In this research, the researcher applied a pre-test before the treatment by creating descriptive text. It is known that the average score in the experimental class is 63,3 and the control class is 65. After that, the researcher gave the treatment to the experimental class using the Jot Thoughts technique. Meanwhile, the control class uses the treatment given by the teacher.

After treatment. Researchers gave a post-test to see the results. It can be seen that the experimental class that received treatment with the Jot Thoughts Technique got an average score of 74,8. Meanwhile, the class that did not receive the Jot Thoughts Technique got an average score of 67,6.

In this research, there are two variables, namely the independent variable and the dependent variable. The independent variable is jot thoughts technique and the dependent variable is descriptive writing skills. The calculation of this variable uses a t-test to determine the positive and significant influence of jot thoughts technique towards the students' descriptive writing skills at SMK N 1 Banjar Agung Tulang Bawang.

Therefore, we can see the results that t_{observed} has a value higher than t_{table} . So, it can be said that the alternative hypothesis (H_a) is accepted and the Null hypothesis (H_0) is rejected. The fact shows there was a positive and significant influence of jot thoughts technique towards the students' descriptive writing skills. It successfully and completely proofed the theory from Kagan that Jot Thoughts are used to generate ideas in a group brainstorming. It is

assumed very effective for teaching writing skill.¹ It means the implementation of Jot Thoughts is very effective for enhancing students' writing skills specially to solve their problems in developing and generating ideas at the pre-writing process.

After completing the research, the researcher found several problems in applying the Jot Thoughts technique to students. Among them are:

1. Problem in applying Jot Thoughts technique

The problem in applying the Jot Thoughts technique to students is because the class is not conducive. Because there are several activities that students participate in that make other students not focus on studying.

2. Students' problems in writing class

Many students do not understand grammar. Then, they have difficulty writing descriptive text.

¹Spencer Kagan, *Kagan Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), p. 6.2

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

In this research, the researcher concludes that Jot thoughts technique is one of the techniques for writing skills, and it is one of the techniques for the students can write all their ideas and it can improve the students' descriptive writing skills.

It can be seen that the results of using a t-test is confirm that t_{observed} is higher than t_{table} . It means that H_a is accepted and H_o is rejected, meaning that there is a positive and significant the influence of Jot Thoughts technique towards the students' descriptive writing skills at the tenth grade of SMK N 1 Banjar Agung Tulang Bawang.

B. Suggestion

Based on the research, the researcher provides some suggestions for the students, the teacher, and the headmaster as follows:

1. For the Students

It is suggested that the students be more active in learning English. Particularly in learning the writing process. If the students don't understand the lesson, they should ask the teacher.

2. For the Teacher

It is suggested that the teacher guide the students in learning English. Then, the teacher can use the Jot Thoughts technique in the learning process, especially in writing skills to encourage the students to be active in the learning process.

3. For the Headmaster

It is suggested that the headmaster observe and support the teacher in using the Jot Thoughts technique in the learning process because it could teach the students descriptive writing skills and the students to be more active in the class.

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APPENDIXES

Bidang Keahlian	: Seluruh Bidang Keahlian
Program Keahlian	: Seluruh Program Keahlian
Kompetensi Keahlian	: Seluruh Kompetensi Keahlian
Mata Pelajaran	: Bahasa Inggris (A)

KELAS X

Tujuan kurikulum mencakup empat aspek kompetensi, yaitu (1) aspek kompetensi sikap spiritual, (2) sikap sosial, (3) pengetahuan, dan (4) keterampilan. Aspek-aspek kompetensi tersebut dicapai melalui proses pembelajaran intrakurikuler, kokurikuler, dan ekstrakurikuler.

Rumusan kompetensi sikap spiritual yaitu, "Menghayati dan mengamalkan ajaran agama yang dianutnya". Sedangkan rumusan kompetensi sikap sosial yaitu, "Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerja sama, toleran, damai), bertanggung-jawab, responsif, dan proaktif melalui keteladanan, pemberian nasihat, penguatan, pembiasaan, dan pengkondisian secara berkesinambungan serta menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia". Kedua kompetensi tersebut dicapai melalui pembelajaran tidak langsung (*indirect teaching*) yaitu keteladanan, pembiasaan, dan budaya sekolah, dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi peserta didik.

Penumbuhan dan pengembangan kompetensi sikap dilakukan sepanjang proses pembelajaran berlangsung, dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut.

KOMPETENSI INTI 3 (PENGETAHUAN)	KOMPETENSI INTI 4 (KETERAMPILAN)
<p>3. Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, prosedural, dan metakognitif sesuai dengan bidang dan lingkup kajian Bahasa Indonesia pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.</p>	<p>4. Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian Bahasa Inggris.</p> <p>Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja.</p> <p>Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.</p> <p>Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait</p>

	dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.
KOMPETENSI DASAR	KOMPETENSI DASAR
3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>pronoun: subjective, objective, possessive</i>)	4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya
3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>)	4.2 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.
3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya	4.3 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja, sesuai dengan konteks penggunaannya	4.4 Menyusun teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya.	4.5 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan unsur dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur

(Perhatikan unsur kebahasaan simple past tense vs present perfect tense)	kebahasaan yang benar dan sesuai konteks
3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya	4.6 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa/pengalaman, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMK N 1 Banjar Agung
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : X /Ganjil
 Materi Pokok : Descriptive Text
 Alokasi Waktu : 2x45 Menit

A. Kompetensi Dasar

- KD 3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda, dan tempat sesuai dengan konteks penggunaannya.
- KD 4.3 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

B. Tujuan Pembelajaran

- Melalui pembelajaran ini, peserta didik mampu terampil dalam merinci informasi teks deskriptif berdasarkan social function, generic structure, dan language features sesuai dengan konteks penggunaannya dengan baik dan benar.
- Melalui pembelajaran ini, peserta didik dapat terampil dalam menyimpulkan informasi teks deskriptif.
- Peserta didik mampu bekerja sama dengan baik dalam kelompok dan dapat mengkomunikasikan informasi secara lisan dan tulis terkait descriptive text.
- Melalui kegiatan diskusi kelompok, peserta didik diharapkan mampu Menyusun teks deskriptif dan dapat mempresentasikan dengan sikap kedisiplinan dan bergotong royong.

C. Materi Pembelajaran

1. Faktual
 - b. Jenis Teks : Deskriptive Text
 - c. Topik : Mendeskripsikan orang, agar dapat menumbuhkan perilaku santun, peduli, jujur, disiplin, percaya diri, kerjasama, bertanggung jawab, menghargai perbedaan, dan perdamaian.
2. Konseptual
 - a. Social Function of Descriptive Text
It describes about person, animal, place, and things.
 - b. Language Features of Descriptive Text:
 - Use present tense as dominant tenses
 - Use adjective and adverb
 - Use action verb
 - Use non phrase
3. Procedural
 - a. Generic Structure of Descriptive Text

- 1) Identification : Introducing where or who is the subject is being described. It contains about a person, place, or things.
- 2) Description : It contains to describe the phenomenon in parts, qualities, and the characteristic of the person, place, or things to be describe the writer.

D. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- Media : Laptop, Lembar Kerja Siswa, Lembar Penilaian.
- Alat/Bahan : Spidol, Papan Tulis, Kamus Bahasa Inggris.
- Sumber Belajar : Buku Bahasa Inggris Kelas X & Sumber yang Relevan.

E. Teknik Pembelajaran

- Jot Thoughts Technique
Jot Thoughts technique are used to generate ideas. And Jot Thoughts technique begins with the teacher providing a topic and setting a time limit for thinking. The students of group write many ideas as they can in allotted time, and one idea per slip of paper. And slip of paper is placed in the center of the table. Then, each group combine the ideas on slip of paper into a descriptive text.

F. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <i>Descriptive Text</i>	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti (60 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, dan menuliskannya kembali. Mereka diberi topik terkait materi <i>Descriptive Text</i> .
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Descriptive Text</i> .
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mengumpulkan ide dari informasi, mendiskusikan, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Descriptive Text</i> .
Communication	Peserta didik mempresentasikan hasil kerja kelompok secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.

Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Descriptive Text</i> . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
Kegiatan Penutup (15 Menit)	
	Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
	Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

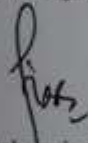
G. Penilaian Hasil Pembelajaran

- **Pengetahuan** : Uji kompetensi pemahaman siswa lembar siswa.
- **Praktik** : Siswa membuat teks deskriptif mengenai orang.

Banjar Agung, 21 November 2023

English Teacher of
SMK N 1 Banjar Agung

The Researcher

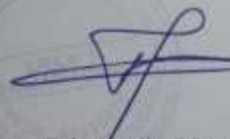


Firdhani Rahmanning Gusti, S.Pd



Arni Sisanti
NPM. 1901051010

The Headmaster of
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Rohmanudin, S.Pd., M.M
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMK N 1 Banjar Agung
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X /Ganjil
Materi Pokok : Descriptive Text
Alokasi Waktu : 2x45 Menit

A. Kompetensi Dasar

- KD 3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda, dan tempat sesuai dengan konteks penggunaannya.
- KD 4.3 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

B. Tujuan Pembelajaran

- Melalui pembelajaran ini, peserta didik mampu terampil dalam merinci informasi teks deskriptif berdasarkan social function, generic structure, dan language features sesuai dengan konteks penggunaannya dengan baik dan benar.
- Melalui pembelajaran ini, peserta didik dapat terampil dalam menyimpulkan informasi teks deskriptif.
- Peserta didik mampu bekerja sama dengan baik dalam kelompok dan dapat mengkomunikasikan informasi secara lisan dan tulis terkait descriptive text.
- Melalui kegiatan diskusi kelompok, peserta didik diharapkan mampu Menyusun teks deskriptif dan dapat mempresentasikan dengan sikap kedisiplinan dan bergotong royong.

C. Materi Pembelajaran

1. Faktual
 - a. Jenis Teks : Deskriptive Text
 - b. Topik : Mendeskripsikan tempat bersejarah, agar dapat menumbuhkan perilaku terbuka, santun, peduli, jujur, disiplin, percaya diri, kerjasama, bertanggung jawab, menghargai perbedaan, dan perdamaian.
2. Konseptual
 - a. Social Function of Descriptive Text
It describes about person, animal, place, and things.
 - b. Language Features of Descriptive Text:
 - Use present tense as dominant tenses
 - Use adjective and adverb
 - Use action verb
 - Use non phrase
3. Procedural
 - a. Generic Structure of Descriptive Text
 - 1) Identification : Introducing where or who is the subject is being described.
It contains about a person, place, or things.

- 2) **Description** : It contains to describe the phenomenon in parts, qualities, and the characteristic of the person, place, or things to be describe the writer.

D. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- Media : Laptop, Lembar Kerja Siswa, Lembar Penilaian.
- Alat/Bahan : Spidol, Papan Tulis, Kamus Bahasa Inggris.
- Sumber Belajar : Buku Bahasa Inggris Kelas X & Sumber yang Relevan.

E. Teknik Pembelajaran

- Jot Thoughts Technique

Jot Thoughts technique are used to generate ideas. And Jot Thoughts technique begins with the teacher providing a topic and setting a time limit for thinking. The students of group write many ideas as they can in allotted time, and one idea per slip of paper. And slip of paper is placed in the center of the table. Then, each group combine the ideas on slip of paper into a descriptive text.

F. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <i>Descriptive Text</i> .	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti (60 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, dan menuliskannya kembali. Mereka diberi topik terkait materi <i>Descriptive Text</i> .
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Descriptive Text</i> .
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mengumpulkan ide dan informasi, mendiskusikan, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Descriptive Text</i> .
Communication	Peserta didik mempresentasikan hasil kerja kelompok secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.

Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Descriptive Text</i> . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
Kegiatan Penutup (15 Menit)	
	Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
	Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

G. Penilaian Hasil Pembelajaran

- **Pengetahuan** : Uji kompetensi pemahaman siswa lembar siswa.
- **Praktik** : Siswa membuat teks deskriptif mengenai tempat.

Banjar Agung, 21 November 2023

English Teacher of
SMK N 1 Banjar Agung

Firdhani Rahmanning Gusti, S.Pd

The Researcher

Arni Sisanti
NPM. 1901051010

The Headmaster of
SMK N 1 Banjar Agung

Rohmanudin, S.Pd., M.M
NIP. 19830615 200604 1 004

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMK N 1 Banjar Agung
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X /Ganjil
Materi Pokok : Descriptive Text
Alokasi Waktu : 2x45 Menit

A. Kompetensi Dasar

- KD 3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda, dan tempat sesuai dengan konteks penggunaannya.
- KD 4.3 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

B. Tujuan Pembelajaran

- Melalui pembelajaran ini, peserta didik mampu terampil dalam merinci informasi teks deskriptif berdasarkan social function, generic structure, dan language features sesuai dengan konteks penggunaannya dengan baik dan benar.
- Melalui pembelajaran ini, peserta didik dapat terampil dalam menyimpulkan informasi teks deskriptif.
- Peserta didik mampu bekerja sama dengan baik dalam kelompok dan dapat mengkomunikasikan informasi secara lisan dan tulis terkait descriptive text.
- Melalui kegiatan diskusi kelompok, peserta didik diharapkan mampu Menyusun teks deskriptif dan dapat mempresentasikan dengan sikap kedisiplinan dan bergotong royong.

C. Materi Pembelajaran

1. Faktual
 - a. Jenis Teks : Deskriptive Text
 - b. Topik : Mendeskripsikan benda, agar dapat membedakan jenis dan manfaat benda tersebut walau tampak sama.
2. Konseptual
 - a. Social Function of Descriptive Text
It describes about person, animal, place, and things.
 - b. Language Features of Descriptive Text:
 - Use present tense as dominant tenses
 - Use adjective and adverb
 - Use action verb
 - Use non phrase
3. Procedural
 - a. Generic Structure of Descriptive Text
 - 1) Identification : Introducing where or who is the subject is being described.
It contains about a person, place, or things.

- 2) Description : It contains to describe the phenomenon in parts, qualities, and the characteristic of the person, place, or things to be describe the writer.

D. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- Media : Laptop, Lembar Kerja Siswa, Lembar Penilaian.
- Alat/Bahan : Spidol, Papan Tulis, Kamus Bahasa Inggris.
- Sumber Belajar : Buku Bahasa Inggris Kelas X & Sumber yang Relevan.

E. Teknik Pembelajaran

- Jot Thoughts Technique
Jot Thoughts technique are used to generate ideas. And Jot Thoughts technique begins with the teacher providing a topic and setting a time limit for thinking. The students of group write many ideas as they can in allotted time, and one idea per slip of paper. And slip of paper is placed in the center of the table. Then, each group combine the ideas on slip of paper into a descriptive text.

F. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <i>Descriptive Text</i> .	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti (60 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, dan menuliskannya kembali. Mereka diberi topik terkait materi <i>Descriptive Text</i> .
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Descriptive Text</i> .
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mengumpulkan ide dan informasi, mendiskusikan, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Descriptive Text</i> .
Communication	Peserta didik mempresentasikan hasil kerja kelompok secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.

Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Descriptive Text</i> . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
Kegiatan Penutup (15 Menit)	
Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

G. Penilaian Hasil Pembelajaran

- **Pengetahuan** : Uji kompetensi pemahaman siswa lembar siswa.
- **Praktik** : Siswa membuat teks deskriptif mengenai tempat.

Banjar Agung, ~~21~~ ²⁰ November 2023

English Teacher of
SMK N 1 Banjar Agung

Firdhani Rahmawati Gusti, S.Pd

The Researcher

Arni Sisanti
NPM. 1901051010

The Headmaster of
SMK N 1 Banjar Agung

Rohmatudin, S.Pd., MM
NIP. 19830615 200604 1 004

The Standard Score

No	Assessment Indicators	Score	Category	Standard
1.	Content	30-27	Excellence	Excellent To Very Good: Knowledgeable – substantive – etc.
		26-22	Good	Good To Average: Some knowledge of subject – adequate range – etc.
			Fair	Fair To Poor: Limited knowledge of subject – little substance – etc.
		16-13	Poor	Very Poor: Does not show knowledge of subject – non-substantive – etc.
2.	Organization	20-18	Excellence	Excellent To Very Good: Fluent expression – ideas clearly – stated – etc.
		17-14	Good	Good To Average: Somewhat choppy – loosely organized but main ideas stand out – etc.
		13-10	Fair	Fair To Poor: Non-fluent – ideas confused or disconnected – etc.
		9-7	Poor	Very Poor: Does not communicate – no organization – etc.
3.	Vocabulary	20-18	Excellence	Excellent To Very Good: Sophisticated range – effective word/idiom choice and usage – etc.
		17-14	Good	Good To Average: Adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured.
		13-10	Fair	Fair To Poor: Limited range – frequent errors of word/idiom form, choice, usage – etc.
		9-7	Poor	Very Poor: Essentially translation – little

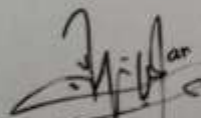
				knowledge of English vocabulary.
4.	Language Use	25-22	Excellence	Excellent To Very Good: Effective complex constructions – etc.
		21-19	Good	Good To Average: Effective but simple constructions – etc.
		17-11	Fair	Fair To Poor: Major problems in simple/complex constructions – etc.
		10-5	Poor	Very Poor: Virtually no mastery of sentence constructions rules – etc.
5.	Mechanics	5	Excellence	Excellent To Very Good: Demonstrates mastery of conventions – etc.
		4	Good	Good To Average: Occasional errors of spelling, punctuation – etc.
		3	Fair	Fair To Poor: Frequent errors of spelling punctuation, capitalization – etc.
		2	Poor	Very Poor: No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.

English Teacher of
SMK N 1 Banjar Agung



Firdhani Rahmanning Gusti, S.Pd

The Researcher



Arni Sisahti
NPM. 1901051010

**The Result of Students' Experimental Class Pre-Test at the Tenth Grade
of SMK N 1 Banjar Agung, Tulang Bawang**

NO	NAME	CO	OR	VO	GR	MC	SCORE
1.	AS	16	13	9	10	4	52
2.	BTN	16	13	13	17	4	63
3.	CAH	16	17	13	17	5	58
4.	FAP	16	13	13	17	4	63
5.	JS	16	13	13	10	4	56
6.	MS	16	13	13	10	4	56
7.	ML	16	13	13	17	4	63
8.	PE	21	13	13	17	4	68
9.	RIW	21	13	13	21	4	72
10.	RIM	21	13	13	17	4	68
11.	RA	16	13	9	10	5	52
12.	R	21	13	13	21	4	72
13.	TAR	21	13	13	21	4	72
14.	YSP	16	13	13	17	4	63
15.	ZA	21	13	13	21	4	72
Total							950
Average							63,3
The highest score							72
The lowest							52
The number of students who got 70 or more							4

English Teacher of
SMK N 1 Banjar Agung

Firdhani Rahmaning Gusti, S.Pd

Tulang Bawang, 28 Nov 2023
The Researcher

Arni Sisanti
NPM. 1901051010

**The Result of Students' Control Class Pre-Test at the Tenth Grade
of SMK N 1 Banjar Agung, Tulang Bawang**

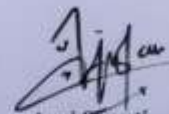
NO	NAME	CO	OR	VO	GR	MC	SCORE
1.	AR	16	13	9	10	4	52
2.	AS	21	13	13	21	4	72
3.	CN	16	13	13	17	4	63
4.	CW	21	13	13	21	4	72
5.	DS	16	17	17	17	5	72
6.	E	16	13	9	10	4	52
7.	HA	16	13	13	10	4	56
8.	HS	16	13	9	10	4	52
9.	KASD	21	17	17	17	4	76
10.	MLG	21	13	13	17	4	68
11.	NA	21	13	13	21	4	72
12.	SR	16	13	13	17	4	63
13.	SDAS	16	13	13	21	5	68
14.	SMR	21	13	13	17	4	68
15.	WA	21	13	13	17	5	69
Total							
Average							
The highest score							
The lowest							
The number of students who got 70 or more							

English Teacher of
SMK N 1 Banjar Agung



Firdhani Rahmani Gusti, S.Pd

Tulang Bawang, 18 Nov 2023
The Researcher



Arni Sisanti
NPM. 1901051010

**The Result of Students' Experimental Class Post-Test at the Tenth Grade
of SMK N 1 Banjar Agung, Tulang Bawang**

NO	NAME	CO	OR	VO	GR	MC	SCORE
1.	AS	16	17	13	17	5	68
2.	BTN	21	17	13	17	4	72
3.	CAH	16	17	13	17	5	68
4.	FAP	26	17	13	17	5	78
5.	JS	16	13	13	17	4	63
6.	MS	21	13	13	17	4	68
7.	ML	26	17	13	21	5	82
8.	PE	26	20	17	21	4	88
9.	RIW	26	20	17	21	5	89
10.	RIM	21	17	17	17	4	76
11.	RA	21	13	13	10	4	61
12.	R	21	17	13	21	4	76
13.	TAR	21	13	13	21	4	72
14.	YSP	21	13	13	21	4	72
15.	ZA	26	20	17	21	5	89
Total							1.122
Average							74,8
The highest score							89
The lowest							61
The number of students who got 70 or more							10

English Teacher of
SMK N 1 Banjar Agung

Firdhani Rahmani Gusti, S.Pd

Tulang Bawang, 28 Nov 2023
The Researcher

Arni Sisanti
NPM. 1901051010

**The Result of Students' Control Class Post-Test at the Tenth Grade
of SMK N 1 Banjar Agung, Tulang Bawang**

NO	NAME	CO	OR	VO	GR	MC	SCORE
1.	AR	16	13	13	10	4	56
2.	AS	21	13	13	17	4	68
3.	CN	21	17	17	17	4	76
4.	CW	26	17	13	21	4	81
5.	DS	21	17	13	17	4	72
6.	E	16	13	9	10	4	52
7.	HA	21	13	13	10	4	61
8.	HS	16	13	13	10	4	56
9.	KASD	26	17	13	21	4	81
10.	MLG	16	13	13	17	4	63
11.	NA	21	13	13	21	4	72
12.	SR	21	13	13	17	4	68
13.	SDAS	21	17	13	17	4	72
14.	SMR	21	13	13	17	5	69
15.	WA	21	13	13	17	4	68
Total							1.015
Average							67,6
The highest score							81
The lowest							52
The number of students who got 70 or more							6

English Teacher of
SMK N 1 Banjar Agung



Firdhani Rahmani Gusti, S.Pd

Tulang Bawang, **28 NOV** 2023
The Researcher



Arni Sisanti
NPM. 1901051010

PRE-TEST

Name : Jefri Saputra
Class : X DP13

Direction : Write a descriptive text is about person based on the provided topics below.

1. Jokowi
2. Syahrini
3. Afgan
4. Atta Halilintar
5. Ariel Noah

Answer :

Afgan

Afgan is Pop singer. He has beautiful voice. He is so handsome with dimples. He always use glasses. Many girl like Afgan because he is calm and Romantic.

Co : 6

or : 13

VO : 10

MC : 4

56

POST-TEST

Name : Jefri Saputra
Class : X DP15

Direction : Write a descriptive text is about person based on the provided topics below.

1. Raffi Ahmad
2. Deddy Corbuzier
3. Rhoma Irama
4. Ahmad Dhani
5. Sule

Answer :

Rhoma Irama

He is Raden Irama. People call him Rhoma Irama.

He is ~~the~~ the king of dangdut of Indonesia.

He is the member of Soneta group.

He is very religious and charismatic person. He ~~has~~ has wavy hair, round face. His body tall and little fat.

CO : 16

OR : 13

VO : 13

GR : 17

MC : 4

63

PRE-TEST

Name : Zaki Abdellah
Class : X DP1B

Direction : Write a descriptive text is about person based on the provided topics below.

1. Jokowi
2. Syahrini
3. Afgan
4. Atta Halilintar
5. Ariel Noah

Answer :

Afgan

Afgan is a famous and talented singer. His full name is Afgan Saah Raza. He is very handsome and calm. He also smart and friendly. I like him because he has a beautiful voice when singing. As we know, he has sweet dimples in his cheek. So, he looks so sweet when he smiles.

He always appear orderly and use glasses everywhere. He is also a jury in X factor program.

CO : 21

OR : 13

VO : 13

GR : 21

MC : 4

72

POST-TEST

Name : Zaki Abdullah
Class : XDP18

Direction : Write a descriptive text is about person based on the provided topics below.

1. Raffi Ahmad
2. Deddy Corbuzier
3. Rhoma Irama
4. Ahmad Dhani
5. Sule

Answer :

Raffi Ahmad

He is Raffi Ahmad. His complete name is Rafel Farid Ahmad. He is a famous artist in Indonesia. He is an actor and presenter in some television programs.

Actually, he is Sundanese. He comes from Bandung. He is also a YouTuber and business man now. He is very rich. The fact, he has hobby to buy many luxurious cars.

CD : 26

OR : 20

VO : 17

GR : 21

MC : 5

89

PRE-TEST

Name : ANDI SAPUTRA
Class : X DP1B

Direction : Write a descriptive text is about person based on the provided topics below.

1. Jokowi
2. Syahrini
3. Afgan
4. Atta Halilintar
5. Ariel Noah

Answer :

Atta Halilintar

Atta Halilintar is one from famous YouTuber in Southeast Asia. He is so handsome and stylish hair style. He was very lucky and rich.

CO = 16

OR = 13

VB = 9

DR = 10

MC = 4

52

POST-TEST

Name : ANDI SAPUTRA
Class : X DP10

Direction : Write a descriptive text is about person based on the provided topics below.

1. Raffi Ahmad
2. Deddy Corbuzier
3. Rhoma Irama
4. Ahmad Dhani
5. Sule

Answer :

Raffi Ahmad

Raffi Ahmad is an artist, presenter and comedian. Youtuber in Indonesia. He is from Bandung. He looks very handsome and cool. He has like him. He is also very rich. He has many innovations. In his house, Raffi Ahmad has wife named Nabila Rizki and his first son is Raffi.

CO	=	16
OR	=	17
VO	=	13
GR	=	17
MC	=	5
		<u>68</u>

PRE-TEST

Name : Heni ApriSita
Class : X APHP

Direction : Write a descriptive text is about person based on the provided topics below.

1. Jokowi
2. Syahrini
3. Afgan
4. Atta Halilintar
5. Ariel Noah

Answer :

Jokowi

Jokowi is very famous in Indonesia because he is a president. He likes to wear white shirt and black pants everywhere. his hobby is drive motorcycle. And he don't like luxurious.

CO = 16

OR = 13

VO = 13

GR = 10

MC = 4

56

POST-TEST

Name : Heni Aprisila
Class : AFHP (X)

Direction : Write a descriptive text is about person based on the provided topics below.

1. Raffi Ahmad
2. Deddy Corbuzier
3. Rhoma Irama
4. Ahmad Dhani
- ✗ Sule

Answer :

Sule

His name is Entis Sutisna. We can call him Sule.
He is a Multitalent person. He is a comedian, actor
and presenter. He is also a singer.

He has unique style. His hair is yellow and long.
he has flat and slanted eye. He is so funny and
creative.

CO : 21
DR : 13
UD : 13
GR : 10
MC : 4

61

PRE-TEST

Name : Ketut Aprilia Sintia Dewi
Class : X APHP

Direction : Write a descriptive text is about person based on the provided topics below.

1. Jokowi
2. Syahrini
3. Afgan
- * Atta Halilintar
5. Ariel Noah

Answer :

Atta Halilintar

Atta Halilintar is the best youtuber in ~~the~~ Asia. He come from Indonesia. He is very rich from Youtube because he has many subscribers. But he is not arrogant with his wealth. His wife is Ariel Hermansyah. He has two daughters the name are Amina and Azura.

CO : 21

OR : 17

VO : 17

GR : 17

MC : 4

76

POST-TEST

Name : Ketut Aprilia Sinta Dewi
Class : X APHO

Direction : Write a descriptive text is about person based on the provided topics below.

1. Raffi Ahmad
- X Deddy Corbuzier
3. Rhoma Irama
4. Ahmad Dhani
5. Sule

Answer :

Deddy Corbuzier

His name is Deddy Corbuzier, we can call him Deddy. Last time, he is a master of musician in Indonesia. Physically, he has a bald hairstyle and pointed nose. He has athletic body and white skin. He is smart and critical person. But, he is little arrogant.

His hobby is fitness and boxing. Now he is also a ~~make~~ youtuber. People call ~~he~~ as the father of ~~youtuber~~. He also has many subscribers.

CO = 26

OR = 17

W = 13

GR = 21

MC = 4

= 81

PRE-TEST

Name : Husnihs Sania
Class : X - APHP

Direction : Write a descriptive text is about person based on the provided topics below.

1. Jokowi
2. Syahrini
3. Afgan
4. Atta Halilintar
5. Ariel Noah

Answer : Jokowi

Jokowi Very famous in Indonesian. He is the
governor Jakarta. Now he is president. He is
Very simple and smart.

CO : 16

OR : 13

VO : 9

GR : 10

MC : 4

52

POST-TEST

Name : Husnihis Sania
Class : X - APHP

Direction : Write a descriptive text is about person based on the provided topics below.

1. Raffi Ahmad
2. Deddy Corbuzier
3. Rhoma Irama
4. Ahmad Dhani
- ✗ Sule

Answer : Sule

Sule or Entis Sutrena is famous comedian in Indonesia. He also a presenter and actor. He is also has good voice to sing. He has yellow hair and flat nose. Then, he is very rich now.

CO : 16

OR : 17

VO : 13

GR : 10

MC : 4

56



KEMENTERIAN AGAMA REPUBLIK INDONESIA 89
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-0232/In.28/J/TL.01/01/2023
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala SMKN 1 BANJAR AGUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **ARNI SISANTI**
NPM : 1901051010
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris
Judul : THE INFLUENCE OF USING JOT THOUGHTS
TECHNIQUE TOWARDS THE STUDENTS' WRITING
SKILLS

untuk melakukan prasurvey di SMKN 1 BANJAR AGUNG, dalam rangka menyelesaikan 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, 27 Januari 2023

Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004



**PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK NEGERI 1 BANJAR AGUNG**



NPSN : 69980578

Alamat : Jl. Poros Tridarma Wirajaya Kec. Banjar Agung kab. Tulang Bawang Prop. Lampung 34595
Email : smknegeri1banjaragung@gmail.com Website : smkn1banjaragung.sch.id

Nomor : 800/509/V.01/DP.18B/II/2023
Lampiran : -
Perihal : Surat Balasan Izin Prasurvey

Yth. Ketua Institut Agama Islam Negeri Metro
Di Metro

Yang bertanda tangan dibawah ini :

Nama : ROHMANUDIN, S.Pd. M.M.
NIP : 19830615 200604 1 004
Pangkat/gol.Ruang : Pembina TK. I / IVb
Jabatan : Kepala SMK Negeri 1 Banjar Agung
Kab. Tulang Bawang, Prov. Lampung

Dengan ini menerangkan bahwa :

Nama : ARNI SISANTI
NPM : 1901051010
Prodi : Tadris Bahasa Inggris
Nama Perguruan Tinggi : IAIN Metro

Telah kami setuju untuk melaksanakan penelitian sebagai penyusunan skripsi :

Judul Skripsi : The Influence Of Using Jot
Thoughts Technique Towards The Student's
Writing Skills

Demikian surat ini kami sampaikan untuk dapat dipergunakan seperlunya.

Banjar Agung, 09 Februari 2023
Kepala SMK Negeri 1 Banjar Agung



ROHMANUDIN, S.Pd., M.M
NIP. 19830615 200604 1 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA 91
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-5242/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 : ARNI SISANTI
NPM : 1901051010
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMK N 1 BANJAR AGUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF JOT THOUGHTS TECHNIQUE TOWARDS THE STUDENTS' DESCRIPTIVE WRITING SKILL AT THE TENTH GRADE OF SMK N 1 BANJAR AGUNG TULANG BAWANG".
 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 : 13 November 2023

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Mengetahui,
Pejabat Setempat



ROHMATUDIN, S.Pd.MM.
NIP. 19830615 200604 1004





**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.iaim@metrouniv.ac.id

Nomor : B-5241/In.28/D.1/TL.00/11/2023
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMK N 1 BANJAR AGUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5242/In.28/D.1/TL.01/11/2023, tanggal 13 November 2023 atas nama saudara:

Nama : **ARNI SISANTI**
NPM : 1901051010
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMK N 1 BANJAR AGUNG bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK N 1 BANJAR AGUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF JOT THOUGHTS TECHNIQUE TOWARDS THE STUDENTS' DESCRIPTIVE WRITING SKILL AT THE TENTH GRADE OF SMK N 1 BANJAR AGUNG TULANG BAWANG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 13 November 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK NEGERI 1 BANJAR AGUNG**



NPSN : 69980578

Alamat : Jl. Poros Tridarma Wirajaya Kec. Banjar Agung kab. Tulang Bawang Prop. Lampung 34595

Email : smknegeri1banjaragung@gmail.com

Nomor : 800/655/V.01/DP.18B/XI/2023
Lampiran : -
Perihal : Surat Balasan Izin Research

Yth. Ketua Institut Agama Islam Negeri Metro
Di Metro

Yang bertanda tangan dibawah ini :

Nama : ROHMANUDIN, S.Pd. M.M.
NIP : 19830615 200604 1 004
Pangkat/gol.Ruang : Pembina TK. I / IV.b
Jabatan : Kepala SMK Negeri 1 Banjar Agung
Kab. Tulang Bawang, Prov. Lampung

Dengan ini menerangkan bahwa :

Nama : ARNI SISANTI
NPM : 1901051010
Prodi : Tadris Bahasa Inggris
Nama Perguruan Tinggi : IAIN Metro

Telah kami setuju untuk melaksanakan Research sebagai penyusunan skripsi :

Judul Skripsi : The Influence Of Jot Thoughts Technique
The Student's Descriptive Writing Skills Tenth
Grade of SMK Negeri 1 Banjar agung

Demikian surat ini kami sampaikan untuk dapat dipergunakan seperlunya.

Banjar Agung, 21 November 2023
Kepala Sekolah



ROHMANUDIN, S.Pd., M.M
NIP. 19830615 200604 1 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

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

Nama : Arni Sisanti
NPM : 1901051010

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	9 Juni 2018		- Acknowledgment - Bab I - Background of Study - Problem Identification - Problem Limitation - Problem formulation - Prior research Bab 2 - Paradigm Bab 3 - Research Design - Definition of operational V - Sample Bibliography	

Mengetahui
Ketua Jurusan TBI



Ih/Andiana, M.Pd
NIP. 19711022015031004

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
NIP. 197209232000032002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

95

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

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

Nama : Arni Sisanti
NPM : 1901051010

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
2.	3 Juli 2023		Acknowledgement Bab 1 - Background of Study - Objective of the Study Bab 3 - Definition of operational V Bibliography	
3.	7 Juli 2023		Bab 1 - Background of Study - Prior Research Bab 2 - The Advantages of 2x Thoughts Bab 3 - Research Design - Definition of operational V	



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**

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

Nama : Arni Sisanti
NPM : 1901051010

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4.	Jumat, 28 Juli 2023		- Acknowledgement Bab I - Background of Study	
5.	Jumat, 04 Agustus 2023		Acc to seminar	

Mengetahui
Ketua Jurusan TBI



Andianto, M.Pd
NIP. 198711012001503 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

97

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

Nama : Ami Sisanti
NPM : 1901051010

Jurusan : TBI
Semester : [X

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Kamis, 24 Okt 2023	F	Bimbingan APD - Pre-Test - Post-Test	
2.	Jumat, 27 Okt 2023	I	Ace APD	



Mengetahui
Ketua Jurusan TBI

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




Dosen Pembimbing

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

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

Nama : Arni Sisanti
NPM : 1901051010

Program Studi : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa. 09/01/24		- Abstrak - Table of Content - Background of Study - Population	
2.	Jumat. 10/01/2024		- Abstrak - Conclusion	
3.	Jumat 26/Jan 24		Ace to managers	

Mengetahui
Ketua Program Studi TBI



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

Dosen Pembimbing



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



KEMENTERIAN AGAMA REPUBLIK INDONESIA⁹⁹
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-75/ln.28/S/U.1/OT.01/02/2024

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

Nama : ARNI SISANTI
NPM : 1901051010
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

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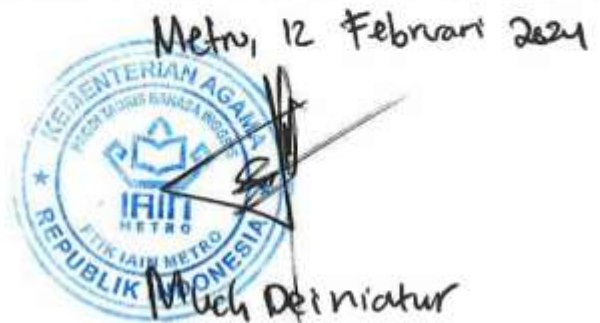


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OF SMK N 1 BANJAR AGUNG TULANG BAWANG**

By:

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**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
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BIOGRAPHY



The name of the researcher is Arni Sisanti. She was born in Gedung Aji, on January 20th, 2000. She is the youngest of three children from the couple Mr. Sutiman and Mrs. Sugiyanti. The researcher has two older brothers, their names are Aris Fitriono and Ardi Wianto.

The researcher has the first school at Tk Satya Dharma and finished in 2006. She continued her elementary school at SDN 01 Paduan Rajawali and finished in 2012. Then, she continued her junior high school at MTs Terpadu Ushuluddin and finished in 2015. After that, she continued her senior high school at MA Terpadu Ushuluddin and graduated in 2018. In 2019, she was registered as a student S-1 of the English Education Study Program of IAIN Metro.