

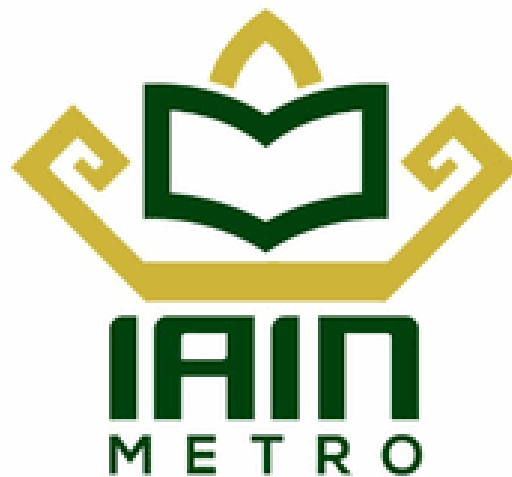
AN UNDERGRADUATE THESIS

**THE EFFECT OF IDEA LISTING TECHNIQUE ON STUDENTS'
WRITING ABILITY OF DESCRIPTIVE TEXT AT EIGHTH GRADERS
OF MTS RAUDHOTUL JANNAH CENTRAL LAMPUNG**

By :

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

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H / 2019 M**

**THE EFFECT OF IDEA LISTING TECHNIQUE ON STUDENTS'
WRITING ABILITY OF DESCRIPTIVE TEXT AT EIGHTH GRADERS
OF MTS RAUDHOTUL JANNAH CENTRAL LAMPUNG**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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1440 H / 2019 M**

ABSTRACT

THE EFFECT OF IDEA LISTING TECHNIQUE ON STUDENTS' WRITING ABILITY OF DESCRIPTIVE TEXT AT EIGHTH GRADERS OF MTS RAUDHOTUL JANNAH CENTRAL LAMPUNG

By:
AHMAD ASROFI

The purpose of this research was to determine whether there was any positive and significant effect of idea listing technique on students' writing ability of descriptive text. The problem faced by the students had difficulties to write descriptive text well. This research was carried to discuss idea listing technique affect the students' writing ability of descriptive text.

This research was quantitative research. This research used test, observation, documentation, and questionnaire to collect data. The researcher gave on pre-test before treatment and one post-test after treatment. This research used 30 students as subject of research. The researcher analyzed the data by using Chi Square and T-test formulation to prove whether hypotesis is accepted or rejected.

Based on the result and the discussion of this research, it can be concluded that critical value " X^2_{observed} " is 44 and " $X^2_{\text{table}} = 5\% (5.991)$ and $1\% (9.210)$ the confirmed that " X^2_{observed} " is higher than " X^2_{Table} ". Moreover, the data confirm that t_{observed} is 10,65 higher than $t = \text{table } 1.6849$ in 5 % and 2.7079 in 1 %. Therefore, it can be concluded that H_a is accepted and H_o is rejected. This shows that there is any positive and significant effect of idea listing technique on students' writing ability of descriptive text.

Keywords: *Descriptive Writing, Idea Listing Technique, Writing Ability.*

ABSTRAK

PENGARUH TEKNIK PENCATATAN IDE TERHADAP KEMAMPUAN MENULIS SISWA TERHADAP TEKS DESKRIPTIF DI MTS RAUDHOTUL JANNAH LAMPUNG TENGAH

Oleh:
AHMAD ASROFI

Tujuan penelitian ini adalah untuk mengetahui pengaruh positif dan signifikan pencatatan ide terhadap keterampilan siswa dalam menulis teks deskriptif bahasa Inggris. Masalah yang dihadapi siswa yaitu kesulitan dalam menyampaikan ide dalam menulis teks deskriptif menggunakan bahasa Inggris. Penelitian ini diadakan untuk mendiskusikan bagaimana pengaruh teknik pencatatan ide terhadap keterampilan mahasiswa dalam menulis teks deskriptif bahasa Inggris.

Penelitian ini merupakan penelitian kuantitatif. Metode yang digunakan dalam pengumpulan data ialah tes, observasi, dokumentasi, dan kuisioner. Dalam penelitian ini mahasiswa diberikan satu kali pre-test sebelum perlakuan dan satu kali post-test setelah perlakuan. Subjek penelitian ini adalah delapan di MTs Raudhotul Jannah Lampung Tengah yang berjumlah 30 siswa. Penelitian ini menggunakan rumus Chi Square dan T-Test untuk menganalisis data.

Berdasarkan hasil dan pembahasan penelitian ini diperoleh nilai chi-square “ X^2_{hitung} ” yaitu 44 dan $X^2_{table} = 5\%$ (5.991) dan 1% (9.210) yang menunjukkan “ X^2_{hitung} ” lebih tinggi daripada “ X^2_{table} ”. Kemudian nilai t-test menunjukkan $t_{hitung} = 10,65$ lebih tinggi daripada $t_{table} = 1.6849$ in 5 % dan 2.7079 in 1 %. dapat disimpulkan bahwa H_a diterima dan H_o ditolak. Hal ini menunjukkan bahwasanya teknis pencatatan ide berpengaruh positif dan signifikan terhadap siswa dalam menulis teks deskriptif di kelas delapan di MTs Raudhotul Jannah Lampung Tengah.

Kata Kunci: *Karangan Deskriptif, Teknik Pencatatan Ide, Kemampuan Menulis.*



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APPROVAL PAGE

Title : THE EFFECT OF IDEA LISTING TECHNIQUE ON
STUDENTS' WRITING ABILITY OF DESCRIPTIVE
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Assalamu'alaikum Wr. Wb.

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

Wassalamu'alaikum Wr. Wb.

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Assalamu'alaikum Wr. Wb.

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RAUDHOTUL JANNAH CENTRAL LAMPUNG

Sudah kami dapat persetujui dan dapat diajukan untuk dimunaqosyah,
demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

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Metro, 04th July 2019

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

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Penulis



A handwritten signature in black ink, appearing to read 'Ahmad Asrofi', written over a horizontal line.

AHMAD ASROFI
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MOTTO

❁ قُلْ يٰٓعِبَادِىَ الَّذِىْنَ اَسْرَفُوْا عَلٰۤى اَنْفُسِهِمْ لَا تَقْنَطُوْا مِنْ رَّحْمَةِ اللّٰهِ
۞ اِنَّ اللّٰهَ يَغْفِرُ الذُّنُوْبَ جَمِیْعًا ۚ اِنَّهٗ هُوَ الْغَفُوْرُ الرَّحِیْمُ ﴿٥٣﴾

“Say : O My slaves who have been prodigal to their own hurt! Despair not of the mercy of Allah, Who forgiveth all sins. Lo! He is the Forgiving, the Merciful”

(QS. Az-Zumar : 53)

“A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty.”

(Winston Churchill)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

My beloved parents, Mr. Sukisno, S.Pd.I and Mrs. Robingatun who always support me by their endless love

My beloved almamater of State Institute for Islamic Studies of Metro

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Thanks to Allah SWT, the Most Gracious, the Most Merciful, who always teach human being what we didn't know before and has given us mercies and blessing especially to the writer so that she able to accomplish this undergraduate thesis. *Shalawat* and salaam be always given to our holy world leader Muhammad SAW, the man of true goodness of everything.

This undergraduate thesis is entitled "The Effect of Idea Listing Technique on Students' Writing Ability of Descriptive Text at Eighth Graders of MTs Raudhotul Jannah Central Lampung".

The researcher cannot stay alone, there are many people who contribute their meaningful hands in accomplishing this an undergraduate thesis, so the researcher would like to express her gratitude thanks to :

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2. Dr. Akla, M.Pd., as the Dean of Tarbiyah and Teacher Training Faculty IAIN Metro.
3. Ahmad Subhan Roza., M.Pd as the Head of English Education Department.
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8. All of her friends in IAIN Metro, thanks for everything in helping to finish this undergraduate thesis.
9. Mr. Sukisno and Mrs. Robingatun, as my parent and all of family, thank you so much for your best support, financial and your pray in finishing this undergraduate thesis.

Hopefully, this undergraduate thesis can be a meaningful benefit for the writer especially and for our campus and all readers generally.

Metro, 05th July 2019
The Writer,

AHMAD ASROFI
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TABLE OF CONTENTS

COVER.....	i
TITLE	ii
ABSTRACT.....	iii
ABSTRAK.....	iv
APPROVAL PAGE	v
NOTIFICATION PAGE	vi
NOTA DINAS	vii
RATIFICATION PAGE	viii
STATEMENT OF RESEARCH ORIGINALITY	ix
ORISINALITAS PENELITIAN.....	x
MOTTO.....	xi
DEDICATION PAGE	xii
ACKNOWLEDGEMENT	xiii
TABLE OF CONTENTS	xv
LIST OF TABLES.....	xix
LIST OF FIGURES.....	xx
LIST OF APPENDICES	xxi
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Problem Identification.....	5
C. Problem Limitation.....	6
D. Problem Formulation.....	6
E. The Objective of The Study.....	6
F. Benefits of the Study.....	6
G. Prior Research.....	7
CHAPTER II REVIEW OF THE RELATED THEORY.....	9
A. The Concept of Writing.....	9

1. Definition of Writing.....	9
2. Characteristics of Written Text.....	10
3. The Types of Writing	12
4. Paragraph Writing	12
5. The Measurement of Writing	15
B. The Concept of Descriptive Text.....	18
1. The Concept of Descriptive Textt.....	18
2. Kinds of Descriptive Text.....	19
3. The Generic Structure of Descriptive Text.....	22
4. Grammatical Features of Descriptive Text.....	22
5. The Example of Descriptive Text.....	23
C. The Concept of Idea Listing Technique	24
1. The Definition of Idea Listing Technique.....	24
2. The Procedure of Idea Listing Technique.....	26
3. Advantages and Disadvantages of Idea Listing Technique.....	27
D. Theoretical Framework and Paradigm.....	28
1. Theoretical Framework.....	28
2. Paradigm.....	29
E. Hypothesis	30
1. Hypothesis Formulation.....	30
2. Statistical Hypothesis.....	31
CHAPTER III RESEARCH METHODOLOGY	32
A. Research Design.....	32
B. Operational Definitions of Variable.....	33
1. Independent Variable	33
2. Dependent Variable	34
C. Population, Sample and Sampling Technique.....	35
1. Population.....	35
2. Sample	35

3. Sampling Techniques	36
D. Data Collection Method.....	36
1. Test	36
2. Questionnaire.....	38
3. Documentation	39
4. Observation	40
E. Research Instrument.....	40
1. Instrument Blueprint.....	41
2. Instrument Calibration.....	43
a. Validity.....	44
b. Reliability.....	53
F. Data Analysis Technique.....	58

CHAPTER IV RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research	60
1. Description of Research Location.....	60
a. The History of MTs Raudhotul Jannah	60
b. The Conditions of Teachers	60
c. The Quantity of Students	61
d. The Organization Structure	62
e. The Building Condition and The Sketch	63
2. Description of the Research	65
a. The Students' Pre Test Result	65
b. The Students' Post Test Result.....	68
c. The Students' Idea Listing Technique	71
B. Hypothesis Testing	73
1. Putting the data into the formula Chi-Square (χ^2)	74
2. Getting the data into the formula of t-test	76
C. Interpretation	80
1. Interpretation of " r_{observed} "	80
2. Statistical Significance	80

D. Discussion.....	80
E. Limitation	81
CHAPTER V CONCLUSION AND SUGGESTION	83
A. Conclusion.....	84
B. Suggestion	85
BIBLIOGRAPHIES	
APPENDICES	
CURRICULUM VITAE	
BIBLIOGRAPHY	

LIST OF TABLES

Table 1	The Data of Pre-Survey Research in Writing Descriptive Text	3
Table 2	The Calculation of Writing Descriptive Text	4
Table 3	The Component of Writing Measurement	15
Table 4	The Example of Descriptive Text	23
Table 5	Instrument Questionnaire Grills.....	42
Table 6	Instrument Grills of Research Variable	42
Table 7	Questionnaire Grills	42
Table 8	The Score of Questionnaire Items	43
Table 9	The Result of Questionnaire Items Validity	46
Table 10	The Calculation of Product Moment for Question Number 1	48
Table 11	The Calculation of Product Moment for Question Number 2	49
Table 12	Interpretation Table	51
Table 13	Interpretation of Validity	52
Table 14	List of Total Score Odd Items	54
Table 15	List of Total Score Even Items.....	54
Table 16	Reliability Test Odd and Even Score Questionnaire	55
Table 17	The Writing Scoring Rubric	57
Table 18	The Principles of MTs Raudhotul Jannah	60
Table 19	The Data Teachers of MTs Raudhotul Jannah	61
Table 20	The Students Quantity.....	62
Table 21	Facilities in MTs Raudhotul Jannah	63
Table 22	The Result of Students' Pre-Test Score.....	65
Table 23	Frequency Distribution in Students' Pre-Test Score	66
Table 24	The Result of Students' Post-Test Score	68
Table 25	Frequency Distribution in Students' Pre-Test Score	69
Table 26	The Result of Students' Idea Listing	71
Table 27	Table The Frequency Distribution of Sudents' Idea Listing Result.....	73
Table 28	The Expected Frequency of Pre test and Post Test Result	74
Table 29	Testing Data	74
Table 30	Critical Value of Chi-Square.....	75
Table 31	The Score Result Pre-Test and Post-Test Result.....	77
Table 32	Critical Value of t table	79
Table 33	The Frequency Distribution of The Students' Idea Listing and Student's Descriptive Writing Ability	81

LIST OF FIGURES

Figure 1 Paradigm.....	29
Figure 2 The Organization Structure of MTs Raudhotul Jannah.....	62
Figure 3 The Skecth Location of MTs MTs Raudhotul Jannah.....	64
Figure 4 The Chart Frequency of Student's Pre-Test Result.....	67
Figure 5 The Chart Frequency of Student's Post-Test Result.....	70

LIST OF APPENDICES

Appendix 1 Instruments

Appendix 2 Students' Observation Score

Appendix 3 Documentation

Appendix 4 Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of The Study

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. Language is the system of sounds or word used by humans to express their thinks and feelings. Using language need some skill, how the listener understands what the speaker says about word or sentence in each conversation. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. English is a basic subject in each level of school. Starting from the Elementary School up to the level of University, English is learned by all the grade of students.

English has an important role in the world. There are two kinds of English skill; they are receptive and productive skill. These skills are contained of four skills that will be learned by the students, they are; Listening, Speaking, Reading, and Writing skill. Writing is one of the product skills, in this skill the students are expected to be able to write kinds of genre well. There are many kinds of genres that are learned by the students especially for the level of Junior High School, Descriptive, Procedure, Narrative and Report.

Dealing with the need of building the students' writing, that it is encouraged to build the students' writing habit. Many students either think or

say that they cannot, or do not want to write, because of their lack of confidence. They think that writing is boring. Therefore, the teacher needs to engage them, from early levels, with easy and enjoyable activities as their habit, so that writing activities not only become a normal part of the classroom but also present opportunities for students to achieve almost instant success.

It is very important for instructional process to effect the students' achievement. There are many techniques that the teachers can use to help them in teaching learning. Idea Listing is one of the writing technique that can help the students to write well in english. The implementation of Idea Listing in language teaching will get a great extent.

The researcher proposes the Idea Listing Technique (ILT). Some reasons for proposing this technique applied in this study because in teaching writing the teacher's role is to motivate students to develop their own ideas in writing. It is a prewriting technique focusing on mean idea. Idea Listing Technique with the appropriate procedures developed seems to be applicable in teaching writing, particularly with the emphasis on encouraging the students to get ideas. Finally, it can hopefully overcome the students' problems in writing especially in terms of how they generate ideas to write for the target topic and effect their writing ability.

Idea Listing Technique is the fastest way to collect the ideas of their various discussions. Through the activity of this technique, writers have more time to go into depth on topics of interest. It will draw out a wide range of thoughts on given topic and help them to rapidly identify many aspects the

topic even when they are just beginning to think about it. By listing ideas, the writers can see the breadth of their thinking. They are likely encouraged to create or discover as many as they can. That is why it is very helpful when we want to generate the ideas for the target topic.

The pra-survey was done on May 24th 2018 of the eight grade of Islamic Junior High School of Raudhotul Jannah Central Lampung Central Lampung. In this case, the students have a same problem, they are not able to write a descriptive text well. Moreover, some students are not interested to write the text, they feel so lazy and passive, but it is not an absolutely the students' problem. Meanwhile sometime the teacher is one the causes in this problem. The teacher competence and skill may effect to the students' writing ability. We still find the teachers who are not able to explain well, and they cannot imply the method in instructional process. Then, at the eighth of MTs Raudhotul Jannah Central Lampung which is consist of one class about 30 students, after doing the pra survey at the eighth of MTs Raudhotul Jannah Central Lampung the researcher got the result as bellow:

Table 1

The Data of Pre Survey in Writing of Descriptive Text at the eighth of MTs Raudhotul Jannah Central Lampung

No	Name	Score	Category
1	AAA	50	Fail
2	AA	50	Fail
3	AR	45	Fail
4	ANA	42	Fail
5	CP	50	Fail
6	DO	46	Fail
7	DNA	50	Fail

No	Name	Score	Category
8	IFS	44	Fail
9	I	44	Fail
10	JN	60	Fair
11	KM	60	Fail
12	KR	48	Fail
13	MN	50	Fail
14	MAM	55	Fail
15	ME	48	Fail
16	MFH	50	Fail
17	MIR	60	Fail
18	MR	50	Fail
19	MI	50	Fail
20	MMN	50	Fail
21	NS	48	Fail
22	NF	45	Fail
23	NNL	46	Fail
24	NNH	58	Fail
25	OA	50	Fail
26	PDS	54	Fail
27	RJ	70	Pass
28	SK	50	Fail
29	SCF	56	Fail
30	SE	78	Pass

Source: Pra-surveys's score at the eighth graders of MTs Raudhotul Jannah Central Lampung (Pra-Survey on May 24th, 2018)

Table: 2

The Calculation of Writing Descriptive Test at Eighth Graders.

No	Score	Category	Number of The Students	Percentage
1	(75-100)	Pass	2	5,4%
2	(<75)	Fail	28	94%
Total			30	100%

Source: The Data Pre-Survey of Eight Graders of MTs. Raudhotul Jannah Central Lampung

Based on the table above, it can be known that 30 students at the eighth graders on MTs. Raudhotul Jannah Central Lampung as sample in this pra-survey, which the standard minimum requirement (KKM) is 70, in reality 2 students who are their abilities are classified pass, and 28 students who are their abilities are classified fail. In fact, the students' score of MTs. Raudhotul Jannah Central Lampung is low.

From the problem above, the researcher finds a lot of students have low score. So, the researcher needs to imply the Idea Listing Technique to effect the students' writing ability. Based on the line before, the researcher expects that the Idea Listing Technique really can make the students in writing descriptive text easily. And it will make them know how to write well and systematically.

B. Problem Identification

Based on the problem background, the researcher finds the problems that got by the students of eight grade of Islamic Junior High School of Raudhotul Jannah Central Lampung. The students' problems are:

1. The students have difficulties in writing descriptive text.
2. The students have not been active in writing descriptive text yet.
3. The students have low motivation and interest in following the class.
4. The students' lack of vocabulary.
5. The student have difficulties in express their idea in writing descriptive.

C. Problem Limitation

Based on the problem above, the researcher only focuses on the first point above, the students have difficulties in writing descriptive text at the Islamic Junior High School of Raudhotul Jannah Central Lampung.

D. Problem Formulation

Based on the background of the problem above, the writer would like to formulate the problem as follows: “Is there any positive and significant effect of idea listing technique on student’s writing ability of descriptive text at eighth graders of MTs Raudhotul Jannah Central Lampung?”

E. Objective of The Study

The following is the object of the research to investigate whether there is a positive and significant effect of using idea listing technique on students’ writing ability of descriptive text at eight graders of MTs Raudhotul Jannah Central Lampung.

F. Benefit of The Study

Based on the research objective, the researcher also expects to this research has the benefit for:

1. For the students, the research can be used as an effective way to improve the results of their learning, and to ease them making a descriptive text, so they can write text structurally and be good writers.
2. For the researcher, the research can be used as broadening his knowledge, so the researcher has new style in teaching writing as an English teacher candidate.

3. For the teacher, the research can be used by teacher as alternative technique to teach writing especially descriptive text.

G. Prior Research

There has been study that analyzes about the effect of idea listing technique on students' writing ability. The first prior research, was conducted by M. Zaini Miftah in 2013 entitle "Enhancing Writing Ability Through Idea Listing Technique at of The Third Semester Of English Department Of One State Islamic College at Palangka Raya Academic Year 2012/2013."¹ The study is aimed at developing the Idean Listing Technique (ILT) to enhance the students" writing ability. The findings show that the implementation of ILT can enhance the students' ability in writing expository paragraph.

The second in relation to study in teaching writing, particularly focusing on the study of how to solve the writing problem in term of generating ideas, few studies had been conducted. Makhfudhoh in 2011 entitled "Implementing Story Mapping Strategy to Improve the Writing Ability of the Eight Graders of MTs. Bahrul Ulum Tajinan Malang"², conducted a study focused on improving the students' ability in writing narrative paragraphs. The result showed that the students' ability could be increased by implementing Story Mapping. .

¹ M. Zaini Miftah, "Enhancing Writing Ability Through Idea Listing Technique at of The Third Semester Of English Department Of One State Islamic College at Palangka Raya Academic Year 2012/2013"(Palngkaraya: English Department Of One State Islamic College at Palangka Raya 2013)

² Laili Makhfudhoh," Implementing Story Mapping Strategy to Improve the Writing Ability of the Eighth Graders of MTs Bahrul Ulum Tajinan Malang" (Unpublished Thesis. Malang: State University of Malang. 2011)

In addition, Miftah in 2010 entitled “Improving The Tenth-Year Students’ Writing Ability At Mamambaus Sholihin Gresik Through Mind Mapping”³ did a study trying to solve the students' problem in writing by utilizing Mind Mapping. The finding showed that by implementing the strategy, the students’ writing ability improved.

Based on the prior research above, the writer can find the similarity and differences. This research has similarity with the research from M Zaini Miftah, that is applied the idea listing technique to effect or improve the students’ writing ability. And the differences of this reasearch above are use in skill of writing. The last two of the research is difference with this research used in technique, but that is discussed about how to solve the writing problem in term of generating ideas.

³ M. Zaini Miftah, “*Improving the Tenth-year Students’ Writing Ability at MA Mambaus Sholihin Gresik through Mind Mapping*”, (LINGUA: Jurnal Ilmu Bahasa dan Sastra, 5 (2), 178-192, 2010).

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Writing

This subtitle entails the basic definition of writing and types of writing proposed by the experts on the field.

1. The Definition of Writing

According to Ken Hyland writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.⁴ It means that writer develop an idea and expand it into written.

Moreover, Vicki Urquhart highlight writing is a process of exploration that offers benefits to students and content area teachers alike. As student write to make their ideas clear and comprehensible, they experience the fun of discovery, and so do their teachers.⁵

R.R Jordan stated that “Writing is method of human intercommunication by means of conventional visible marks”.⁶ It means that writing is a medium communicate one’s thought, feeling, wanted, and opinion by nonverbal means.

Furthermore, Sharples assumed that writing is a primarily mental activity, but it relies on physical tools and resources from pens and paper

⁴ Ken Hyland, *Second Language Writing*, (USA: Cambridge University Press 2003), p.9

⁵ Vicki Urquhart and Monette McIver, *Teaching Writing in The Contest Areas*, (Virginia USA: Mid-continent Research for Education and Learning McREL, 2005), p.3

⁶ R.R Jordan, *Academic Writing Course*, (Longman: England, 2003), 3rd.ed., p.41

to word processors.⁷ It means, when someone wants to write something, he/she must know what he/she intend to write about based on their thought.

Based on the quotations above, the researcher can put forward that writing is not only write something information in the written text form and developing ideas but also thinking creatively including about the information and the idea put in the written text with the good writing and the suitable rules of writing.

2. Characteristics of Written Text

There are some characteristics of writing, from perspective from a reader. They are as follows:⁸

- a. The first is permanence.

Once something is written down and delivered in its final form to its intended audience, obviously the researcher abdicates the power. The work is written in the paper, become a permanence work. Therefore, the teacher can do as a guide and facilitator to help students to revise and to refine their work.

- b. The second is production time.

The good writing is that, given appropriate stretches of time, a researcher can indeed become a good researcher by developing efficient processes for achieving the final product. The bad writing is that many

⁷ Mike Sharples, *How we Write: Writing as Acreative Design*, (New York: Roulledge,1999), p.6

⁸ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*. (San Franscisco: Longman,2001), Second Edition, p. 341-342

educational context demand student writing within time limits or writing for display as noted in the previous section (examination writing, for example).

- c. The third is distance.

The good researcher can read their own writing from the perspective of the mind of the targeted audience. The researchers need to predict the audience's general knowledge, cultural, and literacy schemata, specific subject-matter knowledge, and very important, how their choice of language will be interpreted.

- d. The fourth is complexity.

Researchers must learn how to remove redundancy, how to combine sentences, how to make references to other elements in text, how to create syntactic and lexical variety, and much more.

- e. The fifth is vocabulary.

Written language places a heavier demand on vocabulary use than does speaking. Good writing will learn to take advantage of the richness of English vocabulary.

3. The Types of Writing

To decide which strategy will be used in the act of writing, Robin Jeffrey propose four types in writing, they are as follows:⁹

⁹ Robin Jeffrey, *About Writing*, (Oregon: Klamath Community College, 2015), p.3

a. Expository

Expository writing is one of the most common types of writing. When an author writes in an expository style, all they are trying to do is explain a concept, imparting information from themselves to a wider audience. Expository writing does not include the author's opinions, but focuses on the accepted "facts" about a topic, including statistics or other number based evidence.

b. Description

Descriptive writing is often found in fiction, though it can make an appearance in nonfiction as well, mostly memoirs, first-hand accounts of events, travel guides, etc. When an author writes in a descriptive style, they are trying to 'paint a picture' of a person, place, or thing for their audience. It can be very poetic, employing metaphor and other such devices, while relying heavily on describing the author's impression of things via their five senses (what they hear, see, smell, taste, or touch). But the author is not trying to convince the audience of anything or explain the scene – merely describe things as they are.

c. Persuasive

Persuasive writing is the main style of writing you will employ in academic papers. When an author writes in a persuasive style, they are trying to convince the audience of a position or belief held by the author. Persuasive writing contains the author's opinions and biases, as well as a series of justifications and reasons given by the author as

evidence of the correctness of their position. Any “argumentative” essay you write in school should be in the persuasive style of writing.

d. Narrative

Narrative writing is used in almost every novel, book, or longer piece of writing, whether fiction or nonfiction. When an author writes in a narrative style, they are not just trying to impart information, they are trying to construct and communicate a story, complete with characters, conflict, and settings.

4. Paragraph Writing

A paragraph is a group of related sentences about a single topic. A sentence is a group of words that contains a subject and a verb that expresses a complete thought. The topic is one, and only one, idea. A paragraph has three main parts. They are as follows:¹⁰

a. Topic Sentence

The first sentence in paragraph is a sentence that named the topic and tells what the paragraph will explain about the topic. This topic is called the topic sentence.

b. Supporting Sentences

The middle sentences in a paragraph are called the supporting sentences. Supporting sentences give examples or other details about the topic.

¹⁰Alice Oshima & Ann Hogue, *Introduction to Academic Writing*, (New York: Longman, 2007), 3rd ed, p. 38

c. Concluding Sentence

The last sentence in a paragraph is called the concluding sentence.

A concluding sentence often repeats the topic sentence in different words or summarizes the main points. To put it more simply, it can be understood that text is any kind of written information that has specific meaning. Some words, sentence, or paragraph can be a text.

This is an example of the three part of paragraph

Now, let's decide our topic

Subject/theme	Education
Topic	University
A topic sentence	I will never forget my first lecture at my University.
Supporting Ideas	<ul style="list-style-type: none"> - I was nervous to enter the classroom - I saw a girl. - I decided to make friends with her. - It was extremely shy about talking to her.
Conclusion	It was embarrassing moment of the lecture at university.

5. The Measurement of Writing

There are measurements in writing ability. Jacobs, *et.al* defined that scripts are rated on five aspect of writing: content, organization, vocabulary, language use, and mechanics.¹¹

Table 3
The components of writing measurement¹²

Score	Level	Criteria
Content	30-27	Excellent to very good: knowledgeable; substantive; thorough development of thesis; relevant to assigned topic
	26-22	Good to average: some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic; but lacks detail
	21-17	Fair to poor: limited knowledge of subject; little substance; inadequate development of topic
	16-13	Very poor: does not show knowledge of subject; non-substantive; non pertinent; or not enough to evaluate
Organization	20-18	Excellent to very good: fluent expression; ideas clearly stated/supported; succinct; well-organized; logical sequencing; cohesive

¹¹Sara Cushing Weigle, *Assessing Writing*, (New York: Cambridge University Press. 2002), p.115

¹²*Ibid.*, p. 116

	17-14	Good to average: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing
	13-10	Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development
	9-7	Very poor: does not communicate; no organization; or not enough to evaluate
Vocabulary	20-18	Excellent to very good: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register
	17-14	Good to average: adequate range; occasional errors of word/idiom form, choice, usage; but meaning not obscured
	13-10	Fair to poor: limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured
	9-7	Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language Use	25-22	Excellent to very good: effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns,

		prepositions
	21-18	Good to average: effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	Fair to poor: major problems in simple constructions; major problems in complex constructions; frequent errors agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured
	10-5	Very poor: virtually no mastery of sentence construction rules; dominated b errors; does not communicate; or not enough to evaluate
Mechanics	5	Excellent to very good: demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor

		handwriting, meaning confused or obscured
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or no enough to evaluate paragraphing,-hand writing illegible,n-or not enough to evaluate.

B. The Concept of Descriptive Text

1. The Definition of Descriptive Text

Thomas highlighted that descriptive text is about sensory experience, it is about something looks, sounds, and tastes.¹³

According to Chinthia and Jia, said that description text paints a picture with words so that readers can picture in their minds the object or place you're describing.¹⁴ It means that descriptive text is describe a particular person, thing, and also place. Furthermore, Alice Oshima, Ann Hogue Wesley stated that "descriptive writing appeals to the senses, so it tells how something looks, feels, tastes, and sounds."¹⁵

Based on the quotations above, it can be concluded that the researcher can illustrate from the definitions above an object to the readers. The

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

¹⁴ Cynthia A. Boardman and Jia Fydenberg, *Writing to Communicate*, (United States of America: Pearson Longman, 2008), p 19

¹⁵ Alice Oshima & Ann Hogue, *Introduction to Academic Writing*, (New York: Longman, 2007), 3 rd ed, p. 61

object of descriptive text can be an object concrete and abstract object. The concrete objects include a person, an animal, a plant, a car etc. The existent the concrete object can be felt by the human sensory perception. In contrast, the abstract objects include an opinion, idea, love, hate, or believe. The existent of the abstract object cannot be felt by the human sensory perception.

2. Kinds of Descriptive Text¹⁶

As we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

a. Description of people

People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, "What's so-and-like?" In replying, you might resort to identification, an impression, or a character sketch, depending on the situation. Let's examine each.

1. Identification

Identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).

2. Impression

¹⁶ Tossi Ana Tari Utami, *"Improving The Ability In Writing Descriptive Texts Through Brainstoming Technique For Grade VIII Students At SMP N 1 Payungan"*, (Unpublished: Thesis 2014), p. 32

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits.

3. Character Sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits.

a. Description of places

In describing a place for example a room. The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. The arrangement of the details in your description depend on your subject and purpose.

b. Description of things

To write a description about something, the writer must have a good imagination about the thing that will be described. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

1) Using Proper Noun

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of proper nouns, which, as we know, are the names of particular persons, places, and things. For example; Arizona, University of Tennessee. Including proper nouns that readers recognize easily can make what we are describing more familiar to them.

2) Using Effective Verb

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting. The verb *chiseled* also gives the reader a more accurate picture of the wind's action than *made* does.

3. The Generic Structure of Descriptive Text

The student should master the generic structure of descriptive text before they write the descriptive text. Each text has its own generic structure. The generic structure of descriptive text is shown as follows:¹⁷

- b. Identification is about introducing subject or thing that to be described.
- c. Description is the part describe about the characteristic of the subject, behavior, quality.

¹⁷ Imelda Wardani, HasanBasri, & Abdul Waris, "Improving The Ability In Writing Descriptive Text Through Guided-Questions Technique", (Unpublished: Thesis 2014), p. 2

4. Grammatical Features of Descriptive Text

Besides having social function and generic structure, descriptive text also uses significant lexical grammatical features that support the form of a descriptive text including focus on specific noun, use kinds of adjective, and use of simple present tense.¹⁸

As stated before, the purpose of descriptive text is to describe particular person, thing, or place. Good description is to use details that help the reader imagine the person the students are describing. The subject that is going to be in general. However, we can describe particular person, thing, or place, for example, my school, my father, my house, my friends, etc.

Another feature of descriptive text is using kinds of adjective. The adjective has characteristics: describing, numbering, classifying, for example: three tall buildings, sharp white fang.

Descriptive text usually uses simple present tense. For example, I have a friend. She is a dancer.

¹⁸ <http://mia-teaching-media.blogspot.com/2011/11/genre-kinds-of-text-in-english-language.html>, May-12-2018

5. The Example of Descriptive Text¹⁹

Tabel 4

My Toy

Identification	I have a toy. It is a doll, a bear doll, and I call it Teddy. Teddy bear is an American origin. My dad bought it as a present for my tenth birthday anniversary last year.
Description	The doll is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Because my Teddy bear is a doll, I don't need to feed it. I wash it at laundry at least once a month. Every night Teddy accompanies me sleeping. When I am at school, Teddy stays in my bed. Teddy bear is really nice, adorable, and charming toy. I love my Teddy bear very much.

Analyzing the text:

1) Generic structure analysis

Identification; identifying the phenomenon to describe in general: Doll

Description: describing Doll in shape, condition and its characteristics.

2) Language features analysis

Using adjective and classifies; small, fluffy, and cute.

Using simple preset tense; It has thick brown fur, Teddy bear is really nice, and I love my Teddy bear very much.

¹⁹ Imelda Wardani, HasanBasri, & Abdul Waris, "Improving The Ability In Writing Descriptive Text Through Guided-Questions Technique", (Unpublished: Thesis 2014), p. 3

C. The Concept of Idea Listing Technique

1. The Definition of Idea Listing Technique

According to Oshima & Hogue, “Prewriting is a way to get ideas²⁰. Besides, he believes that ILT with the appropriate procedures developed seems to be applicable in teaching writing, particularly with the emphasis on encouraging the students to get ideas.

Then, Brown states that, “It becomes an efficient technique in writing; to lead the students easily let their first ideas flow onto the paper²¹. Idea listing can hopefully overcome the students’ problems in writing especially in terms of how they generate ideas to write for the target topic and effect their writing ability.

Meanwhile, Kaner et al, Listing ideas can be done in various ways, all of which elicit divergent thinking. Using these variations keeps the process fresh and interesting.²². Through the activity of this technique, writers have more time to go into depth on topics of interest. It will draw out a wide range of thoughts on given topic and help them to rapidly identify many aspects the topic even when they are just beginning to think about it. By listing ideas, the writers can see the breadth of their thinking. They are likely encouraged to create or discover as many as they can. That

²⁰ Alice Oshima & Ann Hogue, *Introduction to Academic Writing*, (New York: Longman. 2007), 3rd ed., p. 16

²¹ H. Brown Douglas, *Teaching by Principle; an Interactive Approach to language Pedagogy*, (San Francisco: Longman, 2001), *Second Edition*, p. 347

²² Sam Kaner et.al., *Facilitator’s Guide to Participatory Decision-Making*, (San Francisco: Jossey-Bass. 2007), 2nd ed., p. 98

is why it is very helpful when we want to generate the ideas for the target topic.

Oshima & Hogue assert that idea listing is a prewriting technique²³. It, one of the prewriting techniques, is a way to get ideas in which writers write the topic at the top of a piece of paper and they quickly make a list of the words or phrases coming into their mind. Through this activity the writers collect ideas to explain the topic they have.

Lynne R. Dorfman & Rose Cappelli said that, ‘Idea Listing Technique is writing down all the pop into their head, to find both their main arguments and their supporting details.’²⁴ It is technique to develop of how to organize their thinking for a persuasive piece. They write down all of their thinking into a piece of paper to decide topic paragraph and supporting paragraph too.

Moreover, Brown assumed that ‘Prewriting is a teacher’s role to encourage students to develop their own ideas in writing.’²⁵

In addition, the technique is a way to narrow general topic to a smaller one by listing every word or phrase coming into their mind. In relation to study in teaching writing, particularly focusing on the study of how to solve the writing problem in term of generating ideas.

²³Alice Oshima & Ann Hogue, *Introduction to Academic Writing*, (New York: Longman. 2007), 3rd ed., p. 16

²⁴Lynne R. Dorfman & Rose Cappelli, *Nonfiction MentorTexts*, (Portland: Stenhouse Publishers, 2009), p. 132

²⁵H. Brown Douglas, *Teaching by Principle; an Interactive Approach to language Pedagogy*, (San Francisco: Longman, 2001), p. 348

2. The Procedure of Idea Listing Technique

According to Sam Kaner there are the procedure that should be followed when using Idea Listing²⁶:

1. Hang large sheets of paper on the wall.
2. Ask for a student (member or non-group students) as a volunteer to serve as the chart writer. The job of the chart writer is to write down students's ideas without censoring or improving anything.
3. Explain the ground rules for suspending judgment:
 - Students may put anything on the list that seems relevant.
 - Suspend judgment. No arguing or criticizing permitted.
 - No discussion while the listing is underway. Ideas can be discussed later, after the list has been built.
4. State the students group's task in the form of a question. For example "What are our options for reducing our budget?"
5. Give a time estimate for the activity, and have the group begin.
6. Ask for a student (member or non-group students) as a volunteer to serve as the chart writer.
 - Honor everything everyone says.
 - Use mirroring as often as possible.
 - Summarize complex sentences for the chart writer.
 - If anyone begins arguing or discussing an item, politely remind the whole group of the ground rules.
7. Don't panic when the pace slows down. It usually means students are thinking, now that the obvious ideas have been said. Tolerate silences. If you push for more ideas, many people will feel pressured and stop thinking altogether.

²⁶ Sam Kaner et.al., *Facilitator's Guide to Participatory Decision-Making*, (San Francisco: Jossey-Bass. 2007), 2 nd ed., p.97

8. Toward the end of the allotted time, announce, “Two more minutes.”

This often produces one final burst of ideas.

3. Advantages and Disadvantages of Idea Listing Technique

According to Sam Kaner, there are advantages of idea listing:²⁷

- a. Listing ideas will help a group to rapidly identify many aspects of the subject, even when they’re just beginning to think about it..
- b. Listing ideas will draw out a wide range of thoughts on a given topic.
- c. When a problem is more complicated than it originally appeared, use idea-listing to explore questions like, “What’s really going on here?” or “What are some effects we have not yet considered?”
- d. Listing ideas is the fastest way to collect the fruits of their various discussions. The group then has more time to go into depth on topics of interest.
- e. By listing ideas, participants can see the breadth of the whole group’s thinking.

According to Shelton, there are advantages of idea listing:²⁸

- a. Listing Idea does not allow for complex ideas.
- b. Be careful not to use this for any writing that requires more than a simple parallel structure.

²⁷Sam Kaner et.al., *Facilitator’s Guide to Participatory Decision-Making*, (San Francisco: Jossey-Bass. 2007), 2 nd ed.,p. 96

²⁸James H. Shelton, *Handbook for Technical Writing*, (Lincolnwood: NTC Contemporary, 1994), p.43

4. Theoretical Framework and Paradigm

1. Theoretical Framework

There are two variables in this paradigm in this research. There are independent variable (X) and dependent variable(Y). The independent variable (X) is idea listing technique and the dependent variable (Y) is students' writing ability of descriptive text.

Descriptive writing ability receives no serious attention because many students think that descriptive writing is difficult. There are many factors that might influence the students' quality of writing in descriptive text such as; students' lack of grammar, vocabulary, ideas, and motivation to write. It has been known that it is hard enough to develop an idea into a long paragraph. These factors can cause the students unmotivated to start descriptive writing..

However, many students do not pay attention to the teacher. On the contrary, some of them still paid attention to the teacher. Many of students become passive when they were faced with a writing task. This phenomenon influenced the students' descriptive writing ability achievement and as a consequence not all junior high school students' scores were good in writing descriptive text.

According to Oshima & Hogue, "Prewriting is a way to get ideas"²⁹. Besides, he believes that ILT with the appropriate procedures developed

²⁹ *Ibid* Alice Oshima & Ann Hogue p. 16

seems to be applicable in teaching writing, particularly with the emphasis on encouraging the students to get ideas.

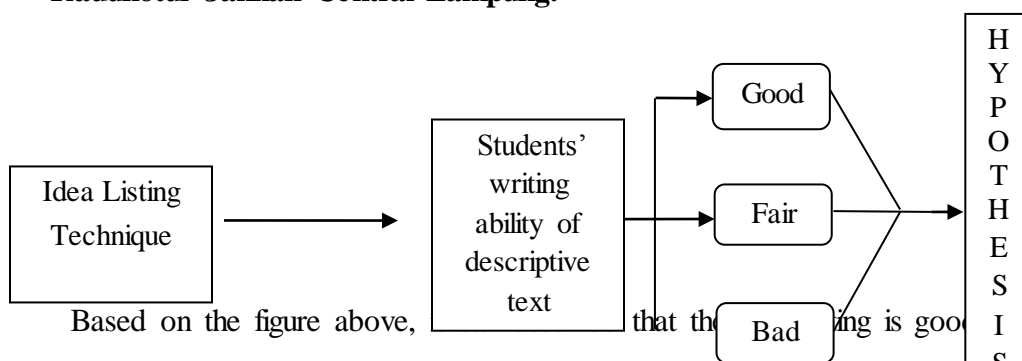
The researcher assumes that better giving idea listing technique in teaching descriptive writing ability because the students will be more gain ideas in learning process. If idea listing technique is high in writing descriptive, it will be good effect to the students. On the contrary, if idea listing technique low, so it will be bad effect to the students' writing ability of descriptive text.

2. Paradigm

Based on the theoretical framework above the writer describes the paradigm as following:

Figure 1.

Scheme of the effect of idea listing technique on student writing ability of descriptive text at Eighth Graders of Islamic Junior High School of Raudhotul Jannah Central Lampung.



Based on the figure above, that the students' descriptive writing ability will be good. So there is positive and significant of using idea listing technique on students' writing ability of descriptive text. In the reverse, if the idea listing is bad, the students' writing ability is bad. So, there is no positive and significant effect of using idea listing on students' writing ability of descriptive text.

5. Hypothesis

1. Hypothesis Formulation

Paul S. Gary explains that hypothesis is a specific prediction that follows directly from theory.³⁰ There are two kinds of hypothesis, such as alternative and null hypothesis.

Based on assumption above, hypothesis for this research can be formulated as follows:

a. Alternative Hypothesis (Ha)

There is a positive and significant effect of idea listing technique and the students' writing ability of descriptive text at the eighth grade of Islamic Junior High School of Raudhotul Jannah Central Lampung.

b. Null Hypothesis (Ho)

There is no positive and significant effect of idea listing technique and the students' writing ability of descriptive text at the seventh grade of Islamic Junior High School of Raudhotul Jannah Central Lampung.

2. Statistical Hypothesis

Based on the explanation above, the researcher concludes that hypothesis are:

- a. If " $r_{\text{observed}} (r_o) > r_{\text{table}} (r_t)$ " alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected.
- b. If " $r_{\text{observed}} (r_o) < r_{\text{table}} (r_t)$ " alternative hypothesis (Ha) is rejected and null hypothesis (Ho) is accepted.

³⁰ Paul S.Gray, *The Research Imagination An Introduction to Qualitative and Quantitative Method*, (New York: Cambridge University Press, 2007), p.4

CHAPTER III

RESEARCH METHOD

A. Research Design

This research conducted in Islamic Junior High School of Raudhotul Jannah Central Lampung, especially on the eighth graders of Islamic junior high school. In this research, the writer investigated the second semester of eighth graders. This research was quantitative research in the form of true experimental research design.

According to Aliaga and Gunderson Quantitative research is 'Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).'³¹ It was essentially about collecting numerical data to explain a particular phenomenon.

This research intended to investigate there were positive and significant effect of using idea listing technique on students' writing ability of descriptive text. Firstly, the researcher gave students some questions to know the knowledge about writing descriptive text in the pre-test. Then the researcher got the result, the pre-test score and found the students who got the low score and high score. After knowing the students' score, the researcher gave the treatment for all students by using idea listing technique and explained more about how to write the descriptive text well.

³¹ Daniel Muijs, *Doing Quantitative Research in Education*, (London: Sage Publication, 2004), p. 1

The treatment conducted, the researcher gave the post-test to know the result of the treatment. If the score of post-test was lower than pre-test it indicated that the idea listing technique used to effect the students' writing ability of descriptive text. But, if the score is higher than pre-test, it that the idea listing technique effected the students' writing ability of descriptive text.

B. Operational Definition of Variables

According to Daniel Mijies the definition of variables are any characteristic of the unit we are interested in and want to collect (e.g. gender, age, self-esteem).³² The name variable referred to the fact that this data differed between units. For example, achievement differed between pupils and schools, gender differed between pupils, and so on.

Based the explanation above, the writer inferred that variable was the difference something but had values.

1. Independent variable

According to John W Creswell Independent variable is the variable that (probably) cause, effect, or effect outcomes. It is also called treatment, manipulated, antedence, or predictor variable.³³ There was independents variables in this research, it was idea listing technique (X). It was a prewriting technique in which you wrote the topic at the top of a piece of paper and then quickly made a list of the words or phrases that came into your mind. Then students made a paragraph or text with that list of word that hade written

³² Ibid, p.8

³³ John. W. Creswell , *Research Design*, (USA: Sage Publications, 2003), 3rd ed.

before. It encouraged students' writing ability especially in descriptive writing.

In this research, the writer measured the effect of idea listing technique on students' descriptive writing ability of descriptive text. It implemented to the students at eighth grade of MTs Raudhotul Jannah Central Lampung. In addition, the researcher measured by using questionnaire to get the data. So, the writer got the result from the questionnaire.

The writer used the likert scale in this questionnaire. Likert scale was designed to examined how strongly subject agree or disagree with statement on five points with anchors, they were; strongly disagree, disagree, neither agree nor disagree, agree, strongly agree. To measure with this scale was define the focus, than generated the Likert Scale item, than rated the likert scale item, the last administer the likert scale item.

There were some indicators that gain by using idea listing on this research are:

1. Idea listing encouraged the students' writing ability in descriptive text.
2. Idea listing helped more the student to express their idea into sentences.

2. Dependent Variable

Dependent variable is variable that depend on the independent variable, it is the outcomes or result of the effect of the independent variable.³⁴

³⁴ Ibid,

Dependent variable (Y) of this research was descriptive writing ability which the students able to express one idea, feeling, opinion by written. To measure descriptive writing ability of students, the writer used a test. The writer gave the students by composing. The writer asked them to write the descriptive text. Then, each student wrote the idea in their mind on the paper. It implemented to the students at eighth grade of MTs Raudhotul Jannah Central Lampung.

There were some indicators that gain by the students in writing descriptive ability based on this variable are:

- a. The students were able to express their ideas and arrange good sentences by giving extrinsic motivation.
- b. The students interested in writing materials, especially in descriptive writing.
- c. The students had high motivation in descriptive writing.

C. Population, Sample and Sampling Technique

1. Population

Yogesh stated that population or universe means the entire mass of observation, which is the parent group from which a sample is to be formed³⁵. Furtehemore, population was any group of individuals that have one or more charateristic in common that were of interest to the researcher.

It meant that the population was all subject that will observe in this research. The total population in this research was 184 students who are

³⁵ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Publishers, 2006), p.82

divided into seven classes. In this research only took the students in the VIII of Islamic Junior High School of Raudhotul Jannah Central Lampung Central Lampung in Academic Year 2018.

2. Sample

Sample consists of selecting some part of population to observe so that one may estimate something about the whole population.³⁶ The writer took on class as population. It takes from the eighth graders of MTs. Raudhotul Jannah Central Lampung which was consist of 30 students.

3. Sampling Technique

This research needed a sample to describe population condition. In this case the cluster random sampling technique was used. It meant that the writer draw one class to be a sample. From this technique , the writer got the eighth graders which was consists of 30 students as sample.

D. Data Collection Method

1. Test

A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.³⁷

The researcher used writing test by composing in pretest and posttest form and the topic of the test is about describing someone. Pretest was done before applying the treatment and posttest has been done after the treatments. The posttest was held in order to know the students' writing ability of descriptive text through idea listing technique.

³⁶ Steven K. Thompson, *Sampling*, (Canada: A John Wiley & Sons, INC., Publication, 2012), Third Edition, p.1

³⁷ *Ibid*, p.201

To get the result study, there were four aspect of scoring; content, organization, vocabulary, and grammar. It was measured by using a scoring rubric. The final product of students writing descriptive scored by the real English teacher.

Sometimes people completed tests as part of their research permitting the researcher to describe performance of individuals or groups. Therefore, test was used as data collecting method to measure dependent variables in this research. The writer used written test to measure students' descriptive writing ability. Furthermore, the writer measured teaching writing for the students through idea listing by test as data collecting method.

a. Pre- test

The pre test have be done in the first meeting before doing treatment. That was to know comprehension of the students before doing the action research.

b. Post test

Post test have be done in the last meeting after doing treatment to find out whether the treatment gave influence to the students' achievement in the class or not.

2. Questionnaire

Alison Mackey defines questionnaires (a subset of survey research) as "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answers". It allowed researcher to gather

information that learners reported about themselves, such as their beliefs and motivations about learning or their reactions to learning and classroom instruction and activities information that was typically not available from production data alone.

Specialized types of questionnaires had also developed to address specific research areas or questions. For example, as noted previously, discourse completion questionnaires used to investigate interlanguage pragmatics.

There are two types of questionnaire items, are:

a. Closed questionnaire

A closed-item question is one for which the researcher determines the possible answers, whereas an open-ended question allows respondents to answer in any manner they see fit. Closed-item questions typically involve a greater uniformity of measurement and therefore greater reliability. They also lead to answers that can be easily quantified and analyzed.

b. Open ended questionnaire

Open-ended items allow respondents to express their own thoughts and ideas in their own manner, and thus may result in more unexpected and insightful data. An example of a closed-item question is, "How many hours a week did you study to pass this test? Circle one: 3,4, 5, or 6 or more." An example of a more open-ended question is, "Describe ways that you found to be successful in learning a second language?".

The type of questions asked on a questionnaire naturally depends on the research questions addressed in the study. For example, in relatively unstructured research, it may be more appropriate to ask opened questions and allow participant responses to guide hypothesis formation. Once hypotheses formulated, researchers can ask closed-item questions to focus in on important concepts. Of course questionnaires needed not be solely closed or open ended, but can blend different question types depending on the purpose of the research and on what has previously been learned about the research phenomenon.³⁸

3. Documentation

Jane Richie states that documentation will help the user of the research to understand the boundaries of the evidence in the term of any weather conclusion that can be drawn ³⁹In addition, Documentation method was looking for the data which concerned with the variables such as transcript note, books, newspaper, epigraphy, meeting writer, Ledger, agenda and etc. Moreover, in this research the researcher used documentation method to know both the history of MTs Raudhotul Jannah Central Lampung and all information which concerned with this research.

³⁸ Alison Mackey and Susan M. Gass, *Second Language Research, Methodology and Design*, (London: LEA Publisher, 2005), p.92.

³⁹ Jane Ritchie and Jane Lewis, *Qualitative Research Practice*, (Witshine: Great Britian The Cromwell Press (ltd), 2003), p.278.

4. Observation

According to Frankel, observation is to look relationship between the behavior of the students and certain teacher behavior patterns.⁴⁰ Observation is made for get the data of children activities such as students pay attention when learning process. Following the class enthusiastically, giving command, doing the physical action correctly, students' ability in question and answer understand the material given. in this research, the writer used systematic observation and it is organized by its category. The reason why the writer used this observation, because to observe about the situation and development of MTs Raudhotul Jannah Central Lampung and it also to observe about the students' learning activity. This method was as complementary method.

E. Research Instrument

An instrument is a mechanism for measuring phenomena, which is used to gather and record information for assessment, decision making, and ultimately understanding.⁴¹

1. Instrument Blueprint

The research instrument in this research held the test which has explained follows:

The writer used test instrument. The research about writing ability in descriptive text, so the research instrument which was used in present

⁴⁰ Fraenkel, Jack R., *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill, 1990), Seventh Edition), p.158

⁴¹ David Colton and Robert W. Covert, *Designing and Constructing Instrument for Social Research and Evaluation*, (USA: Jossey-Bass, 2007), p.5

research is in the form of writing or composing descriptive text writing,

There are the blue print:

a. The instrument which is used in observation method is observation guidance, as follow:

- 1) Observation the location sketch of MTs Raudhotul Jannah Central Lampung
- 2) Observation the establishment of MTs Raudhotul Jannah Central Lampung
- 3) Observation about building MTs Raudhotul Jannah Central Lampung

b. The instrument which is used in documentation method is documentation guidance, as follow:

- 1) Documentation about condition of the teachers and officials in MTs Raudhotul Jannah Central Lampung
- 2) Documentation about the students of MTs Raudhotul Jannah Central Lampung
- 3) Documentation about the organization structure Raudhotul Jannah Central Lampung

c. The instruments which are used in this research are test and questionnaire. The writer uses the objective test that is essay test.

Table 5
Instrument Questionnaire Grills

Common Grills	
Method	Instrument
1. Questionnaire	1. Questionnaire list
2. Test	2. Essay test
3. Observation	3. Observation guide
4. Documentation	4. Documentation guide

Table 6
Instrument Grills of Research Variable

Research Variable	Method	Instrument
1. Independent variable idea listing	Questionnaire	Questionnaire list
2. Dependent variable descriptive writing ability	Test	Essay test

Specific Grills in this research as follow:

Table 7
Questionnaire Grills

Variable	Variable Indicators	Item
Dependent variable (Y) idea listing	1. Students' interest in English subjects	1, 2, 3, 4, 5, 6, and 8

	2. Using the technique in teaching english	9, 10, 11, 12, 13, 14 and 15
	3. The situation in the classroom is very interesting	16, 17, 18, 19, and 20
	Total	20

Table 8
The Score of Questionnaire Item

Category	Score
Strongly Agree	5
Agree	4
Neither Agree nor Disagree	3
Disagree	2
Strongly Disagree	1

2. Instrument Calibration

Instrument Calibration is the scale of measurement that used to describe the instruments standard used. It was used to know the validity and reliability instrument degree. In other definition, Instrument calibration is the scale of measurement that will be used to describe the instrument standard which will be used. Furthermore, instrument calibration is screening or examination of items of instrument that made by the writer.

Based on this quotation above, it inferred that the instrument calibration is the scale of measurement which used to decide the action in this research made by the writer.

In addition, the writer collected the data by using the questionnaire and test. The questionnaire consists of 20 items. Then, there was one in this test consist of making a descriptive paragraph essay. The test was consisting only one question about making the descriptive text.

a. Validity

Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity was defined as the extent to which an instrument measured what it claimed to measure. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instrument.⁴²

The writer use the correlation formula that was proposed by Pearson known as the product moment, as follow:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Explanation:

r_{xy} = Index correlation 'r' product moment

n = Number of Cases

$\sum x$ = Total score x

$\sum y$ = Total score y

$\sum xy$ = Total the multiplication between score x dan y .

⁴²*Ibid*, Donald Ary, p.225

To measure the students' writing descriptive text by using idea listing technique, the writer used questionnaire. The total item of questionnaire is 20 items with three alternative answers, as follows:

- 1) Alternative answer A is given by score 5
- 2) Alternative answer B is given by score 4
- 3) Alternative answer C is given by score 3
- 4) Alternative answer C is given by score 2
- 5) Alternative answer C is given by score 1

A set of questionnaire was given in order to know the students' writing descriptive text by using idea listing technique. The result of the questionnaire as follow:

1) Validity of Questionnaire Items about Students' Writing Descriptive Text By Using Idea Listing Technique

Table 9
The Result of Questionnaire Items Validity of the Students' Writing Descriptive Text by Using Idea Listing Technique at the Eighth Grade of MTs Raudhotul Jannah Central Lampung

No	Students' Name	Item Number																				Total Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	AAA	4	5	4	3	2	4	5	4	3	4	4	5	5	4	3	4	4	3	3	4	77
2	AA	4	4	3	4	2	3	4	3	3	4	3	5	3	5	4	3	3	3	5	5	73
3	AR	3	5	3	4	3	3	3	3	4	4	4	5	5	3	4	5	5	4	5	5	80
4	ANA	3	5	4	3	2	4	5	4	3	3	3	3	3	3	3	3	4	4	4	5	71
5	CP	4	5	5	4	2	5	4	4	4	5	5	4	5	4	4	3	4	4	5	4	84
6	DO	4	4	3	4	3	3	4	3	4	3	4	3	5	5	4	5	4	5	3	5	78
7	DNA	3	5	3	4	3	3	5	4	3	3	4	3	3	5	5	3	5	4	5	4	77
8	IFS	4	5	5	3	3	5	4	3	3	3	3	5	3	4	4	4	3	4	4	3	75
9	I	4	5	3	3	2	4	3	4	4	5	3	4	4	3	3	3	3	3	4	3	70
10	JN	5	4	4	4	2	5	5	4	4	3	4	5	5	3	5	3	3	5	4	3	80
11	KM	4	4	4	4	2	5	5	3	4	5	5	4	4	5	3	4	5	4	5	5	84
12	KR	5	5	4	3	3	5	4	3	3	5	4	4	3	3	5	5	3	5	5	4	81
13	MN	4	4	4	4	2	4	5	3	3	4	4	4	3	4	4	4	3	3	3	3	72
14	MAM	3	5	3	4	2	4	5	3	4	5	5	4	3	4	5	4	4	4	4	5	80
15	ME	4	4	3	3	3	4	3	3	4	5	4	4	5	4	3	4	4	3	3	5	75
16	MFH	3	4	5	4	2	3	5	4	3	5	4	3	4	3	3	5	4	5	4	5	78
17	MIR	4	5	5	3	2	3	4	4	4	5	3	4	3	3	5	4	4	3	5	3	76
18	MR	4	5	3	3	2	4	5	3	4	3	5	3	3	4	5	4	5	4	5	3	77
19	MI	3	5	5	3	3	5	3	4	3	5	3	4	5	5	4	4	3	4	4	3	78

20	MMN	5	4	4	4	2	5	3	4	4	5	4	4	5	3	4	5	3	4	5	4	81
21	NS	4	5	4	4	2	5	4	3	4	3	3	3	3	3	3	5	3	5	4	3	73
22	NF	4	4	3	3	2	5	4	4	3	3	5	3	4	5	4	4	5	5	5	4	79
23	NNL	5	4	4	3	2	5	4	4	3	3	3	3	3	3	5	3	4	4	3	5	73
24	NNH	4	4	5	3	2	4	3	3	4	4	3	3	3	4	3	3	5	5	3	5	73
25	OA	3	5	4	4	2	3	3	4	4	4	4	3	4	5	5	3	3	3	5	5	76
26	PDS	4	5	3	3	2	3	4	3	3	3	4	5	5	4	5	4	5	5	3	4	77
27	RJ	3	4	4	3	3	5	5	3	4	4	5	4	5	3	5	5	3	5	4	4	81
28	SK	3	5	3	4	3	5	4	4	4	4	3	5	3	4	4	5	5	3	5	5	81
29	SCF	5	5	4	3	2	3	4	4	3	4	4	3	5	5	3	3	3	4	5	3	75
30	SE	3	4	5	4	3	5	5	4	3	3	4	5	4	5	3	3	4	4	3	3	77
Total Score		115	137	116	105	70	124	124	106	106	119	116	117	118	118	120	117	116	121	125	122	2312

Source: The Result of Questionnaire of the Students' Extrinsic Motivation at the Seventh Grade of MTs Raudhotul Jannah Central Lampung

Question Item Number 1

Table 10

The Calculation of Product Moment for number 1

Respondents	X	Y	X²	Y²	XY
1	4	77	16	5929	308
2	4	73	16	5329	292
3	3	80	9	6400	240
4	4	84	16	7056	336
5	4	84	16	7056	336
6	4	78	16	6084	312
7	3	77	9	5929	231
8	4	75	16	5625	300
9	4	70	16	4900	280
10	5	80	25	6400	400
Jumlah	39	778	155	60708	3035

$$\begin{aligned}
 r_{xy} &= \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}} \\
 &= \frac{3035}{\sqrt{(155)(60708)}} \\
 &= \frac{3035}{\sqrt{9409740}}
 \end{aligned}$$

$$\begin{aligned}
 &= \frac{3035}{3067,52} \\
 &= 0,9893 \\
 &= 0,989
 \end{aligned}$$

Question Item Number 2

Tabel 11

The Calculation of Product Moment for number 2

Respondents	X	Y	X²	Y²	XY
1	5	77	25	5929	385
2	4	73	16	5329	292
3	5	80	25	6400	400
4	4	84	16	7056	336
5	5	84	25	7056	420
6	4	78	16	6084	312
7	5	77	25	5929	385
8	5	75	25	5625	375
9	5	70	25	4900	350
10	4	80	16	6400	320
Jumlah	46	778	214	60708	3575

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$= \frac{3575}{\sqrt{(214)(60708)}}$$

$$= \frac{3575}{\sqrt{12991512}}$$

$$= \frac{3575}{3604.37}$$

$$= 0,9918$$

$$= 0,992$$

1. Question number 1 : 0,991
2. Question number 2 : 0,992
3. Question number 3 : 0,994
4. Question number 4 : 0,994
5. Question number 5 : 0,987
6. Question number 6 : 0,991
7. Question number 7 : 0,994
8. Question number 8 : 0,991

- 9. Question number 9 : 0,987
- 10. Question number 10 : 0,987
- 11. Question number 11 : 0,991
- 12. Question number 12 : 0,991
- 13. Question number 13 : 0,991
- 14. Question number 14 : 0,994
- 15. Question number 15 : 0,982
- 16. Question number 16 : 0,993
- 17. Question number 17 : 0,991
- 18. Question number 18 : 0,994
- 19. Question number 19 : 0,986
- 20. Question number 20 : 0,991

To know the valid and invalid items, by seeing the correlation value on column of index of all items correlation then compared with interpretation table of r observed below:

Table 12

Interpretation table of r observed

Value of “r observed”	Interpretation
0.800 – 1,00	Very High
0,600 – 0, 800	High
0,400 – 0,600	Fair
0,200 – 0,400	Low
0,000 – 0.200	Very low

Table 13
Interpretation of Validity

Question Items	Critical Value	Interpretation	Explanation
1	0,989	Valid	Very High
2	0,992	Valid	Very High
3	0,994	Valid	Very High
4	0,994	Valid	Very High
5	0,987	Valid	Very High
6	0,991	Valid	Very High
7	0,994	Valid	Very High
8	0,991	Valid	Very High
9	0,987	Valid	Very High
10	0,987	Valid	Very High
11	0,991	Valid	Very High
12	0,991	Valid	Very High
13	0,991	Valid	Very High
14	0,994	Valid	Very High
15	0,982	Valid	Very High
16	0,993	Valid	Very High
17	0,991	Valid	Very High
18	0,994	Valid	Very High
19	0,986	Valid	Very High
20	0,991	Valid	Very High

Based on the explanation above, it can be concluded that the instruments (question number 1 until 20) are valid.

b. Reliability

Reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. This quality is essential in any kind of measurement.⁴³

The way to find the reliability coefficient is to find a correlation between odd item score and even item score, by using the Pearson product moment correlation formula. Then, the calculation only shows the difference, not showing reliability. To find out the level of reliability, it will be used the formula of Spearman Brown technique, as follow:

$$r_{11} = \frac{2 \times r_{\frac{1}{2}\frac{1}{2}}}{1 + r_{\frac{1}{2}\frac{1}{2}}}$$

Keterangan :

r_{11} : Adjusted reliability coefficient

$r_{\frac{1}{2}\frac{1}{2}}$: Correlation between half test scores

After getting the result, then it will be consulted with the criteria:

0,800 – 1,00 : Very high

0,600 – 0,800 : High

0,400 – 0,600 : Fair

0,200 – 0,400 : Low

0,000 – 0,200 : Very low.

⁴³ *Ibid*, p.236

1) Reliability of Students' Idea Listing Technique Questionnaire

Table 14**List of Total Score Odd Items**

Rspdn	Score Odd Items										Total (X)
	1	3	5	7	9	11	13	15	17	19	
1	4	4	2	5	3	4	5	3	4	3	37
2	4	3	2	4	3	3	3	4	3	5	34
3	3	3	3	3	4	4	5	4	5	5	39
4	4	4	2	5	4	5	4	3	5	5	41
5	4	5	2	4	4	5	5	4	4	5	42
6	4	3	3	4	4	4	5	4	4	3	38
7	3	3	3	5	3	4	3	5	5	5	39
8	4	5	3	4	3	3	3	4	3	4	36
9	4	3	2	3	4	3	4	3	3	4	33
10	5	4	2	5	4	4	5	5	3	4	41

Table 15**List of Total Score Even Items**

Rspdn	Score Even Items										Total (Y)
	2	4	6	8	10	12	14	16	18	20	
1	5	3	4	4	4	5	4	4	3	4	40
2	4	4	3	3	4	5	5	3	3	5	39
3	5	4	3	3	4	5	3	5	4	5	41
4	4	4	5	3	5	4	5	4	4	5	43
5	5	4	5	4	5	4	4	3	4	4	42
6	4	4	3	3	3	3	5	5	5	5	40
7	5	4	3	4	3	3	5	3	4	4	38
8	5	3	5	3	3	5	4	4	4	3	39
9	5	3	4	4	5	4	3	3	3	3	37
10	4	4	5	4	3	5	3	3	5	3	39

After getting odd and even score, then it can be included into table, as follow:

Table 16
Reliability Test of Odd and Even Score Questionnaire

Rspdn	X	Y	X ²	Y ²	XY
1	37	40	1369	1600	1480
2	34	39	1156	1521	1326
3	39	41	1521	1681	1599
4	41	43	1681	1849	1763
5	42	42	1764	1764	1764
6	38	40	1444	1600	1520
7	39	38	1521	1444	1482
8	36	39	1296	1521	1404
9	33	37	1089	1369	1221
10	41	39	1681	1521	1599
Jumlah	380	398	14522	15870	15158

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$= \frac{15158}{\sqrt{(14522)(15870)}}$$

$$= \frac{15158}{\sqrt{230464140}}$$

$$= \frac{15158}{15181,05}$$

$$= 0,9984816$$

$$= 0,998$$

Based on the calculation above, the result included into spearman brown formula, as follow:

$$\begin{aligned}
 r_{11} &= \frac{2 \times r_{\frac{1}{2}/\frac{1}{2}}}{1 + r_{\frac{1}{2}/\frac{1}{2}}} \\
 &= \frac{2 \times 0,998}{1 + 0,998} \\
 &= \frac{1,996}{1,998} \\
 &= 0,998
 \end{aligned}$$

The result of r_{11} is 0,998. It is included into criteria 0,800 – 1,00. and it is included into very high category. It shows that the questionnaire about idea listing technique to descriptive writing ability is feasible to used.

Based on the Jacobs's scoring profile that individual writing score can be evaluated by counting up the scale from each writing aspect, such as content, organization, vocabulary, language use, and mechanics. The writing scoring profile is presented as scoring rubric as follow:⁴⁴

⁴⁴ Weigle. S. Cushing, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), p.116

Table 17
The writing scoring rubric by Jacobs *et.al*

Aspects	Score	Performance Description	Weighting
Content (C) 30% -Topic -Details	4	The topic is complete and clear and the details are relating to the topic.	3 x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% -Identification -Description	4	Identification is complete and descriptions are arranged with proper connectives.	2 x
	3	Identification is almost is complete and descriptions are arranged with almost proper connectives.	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives.	
	1	Identification is not complete and descriptions are arranged with misuse of connectives.	
Grammar (G) 20% -Use Present Tense -Agreement	4	Very few grammatical is not complete or agreement inaccuracies	2 x
	3	Few grammatical or agreement inaccuracies but not effect on meaning.	
	2	Numerous grammatical or agreement inaccuracies.	
	1	Frequent grammatical or agreement inaccuracies.	
Vocabulary (V) 15%	4	Effective choice of words and word forms.	1,5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning.	
	2	Limited range confusing words and word forms.	
	1	Very poor knowledge of words, word forms, and not understandable.	
Mechanics (M) 15% -spelling -Punctuation	4	It uses correct spelling, punctuation, and capitalization.	1,5 x
	3	It has occasional errors of spelling, punctuation, and capitalization.	
	2	It has frequent errors of spelling,	

-Capitalization		punctuation, and capitalization.	
	1	It is dominated by errors of spelling, punctuation, and capitalization.	

$$\text{Score} = \frac{3C+2O+2G+1,5V+1,5M}{40} \times 100$$

F. Data Analysis Technique

The researcher uses simple statistical formula to comparing the result of the pre-test and post-test. The data will be analyzed by using T-test formula to know the significant and treatment effect and using Chi-Square to know the positive and significant after treatment. The formula can be illustrated as follows⁴⁵:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where :

t : t value for correlation sample

\bar{D} : different between pre-test and post-test

D : the average from difference score

D² : square of D

N

⁴⁵Donald Ary, et al., *Introduction to Research in Education: 8th Edition*, p.177.

Chi-Square Formula:

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

Where:

χ^2 : Chi-Square

F_o : An observed frequency

F_e : An expected frequency.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of The Research

1. Description of Research Location

a. The History of MTs Raudhotul Jannah

MTs RaudhotulJannadh is Islamic Junior High School in Sidokerto is located Jl. Pendawa Lima No.5 Bumi Ratu Nuban Central Lampung, Lampung. The school was established on June, 8th2008. It was founded by leading figures of Islam who was very concerned with the Islam religion in the future, especially in Sidokerto.

Since MTs Raudhotul Jannah Central Lampung was established, it has been led by the following principles:

Table. 18
The Principles of MTs Raudhotul Jannah Central Lampung

No	Name of Principles	Periode
1	Abdul Azis, S.Pd.I	2008 – 2013
2	Muhammad FauziSholeh, M.Pd	2014 –2018
3	Ahmad Sutiyo, S.Pd	2018 –now

Source: Documentation result in MTs Raudhotul Jannah Central Lampung

b. The Condition of Teachers and Official Employers of MTs Raudhotul Jannah Central Lampung

Condition of teachers and official employers in MTs Raudhotul Jannah Central Lampung, the numbers of teachers and official employers

in MTs Raudhotul Jannah Central Lampung could be identified as follows:

Table 19
The Data Teacher of MTs Raudhotul Jannah Central Lampung

No	Name	Occupation	Sex
1	Ahmad Sutiyo, S.Pd	Headmaster	Male
2	Supanut, S.Pd.I	Islamic History Teacher	Male
3	Syaiful Anwar, M.Pd	Fiqh Teacher	Male
4	Diah Fitri Handayani, S.Pd	Mathematics teacher	Female
5	UmiRobaya, S.Pd	Qur'an Hadits teacher and Treasure	Female
6	M. Fauzi Sholeh, M.Pd	Social Science Teacher and Vice of Principle Curriculum	Male
7	Imroatin Nuryana, S.Pd	Lampung Language Teacher	Female
8	Retno Setyo Lestari, S.Pd	Head of Administration	Female
9	Nur Khoiri, S.Pd.I	Science Teacher	Male
10	Suparman, S.Pd.I	Arabic teacher	Female
11	Jauhari, S.Pd	Civic Education Teacher	Male
12	MasrokhaGhufron, S.Pd	English Teacher	Male
13	SitiAmanah, S.Pd	Indonesian Teacher	Female
14	M. LazimAbidin, S.Pd	Sport Teacher	Male
15	Ahmad Ramdhani Yusuf, S.Pd	Staff Administration	Male
16	AniMaryani, S.Pd.I	Arabic Language Teacher	Female
17	KhoirulAnam, S.Pd	Mathematics Teacher	Male
18	UmmiKhoirunnisa, S.Pd	English Language Teacher	Female
19	Sri Mulyani, S.Pd.I	Islamic Historu Teacher	Female
20	Nur Kholik, S.Pd.I	Akidah Akhlaq Teacher	Male
21	Susi Susanti, S.E	Concelor Teacher	Female

Source :Documentation of MTs Raudhotul Jannah Central Lampung

c. The Quantity of Students at MTs Raudhotul Jannah Central

Lampung

There are 184 students of MTs Raudhotul Jannah Central Lampung. There was seven classes. The seventh grade consist of 82 students, the eighth grade consists of 58 students, and the ninth grade consists of 46 students. The quantities of the students at MTs Raudhotul Jannah Central Lampung that could be identified as follows:

Table 20

The Students Quantity of MTs Raudhotul Jannah Central Lampung

No	Class	Sex		Amount
		Male	Female	
1	VII	32	40	82
2	VIII	22	34	56
3	IX	20	26	46
Amount				184

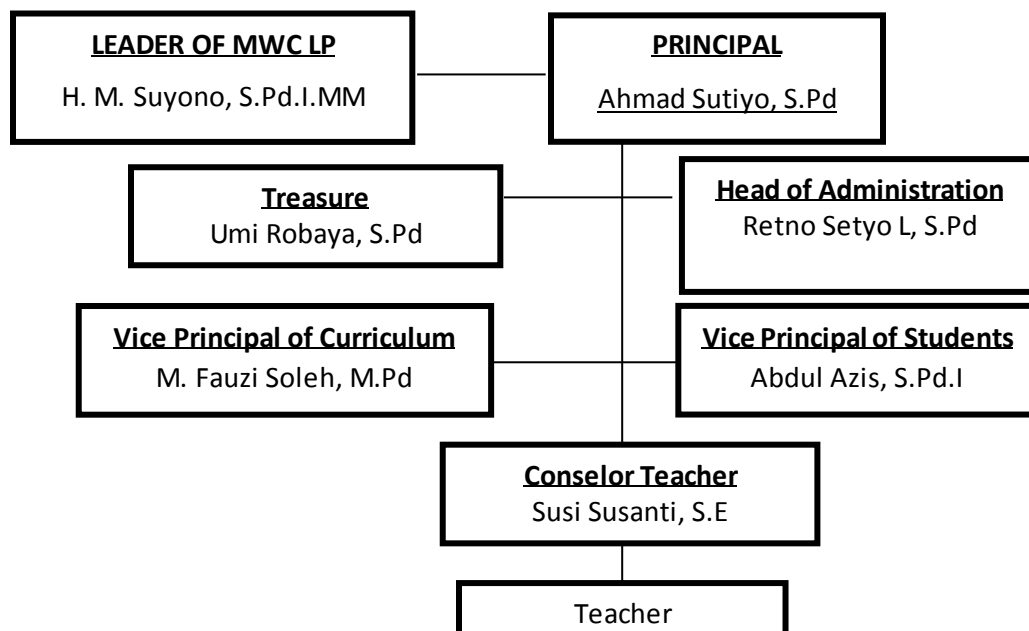
Source: Documentation of MTs Raudhotul Jannah Central Lampung

d. The Organization Structure of MTs Raudhotul Jannah Central Lampung

The organization structure of MTs Raudhotul Jannah Central Lampung could be shown in the figure as follows:

Figure 2

The Organization Structure of MTs Raudhotul Jannah Central Lampung



**e. Building Condition and The Sketch of MTs Raudhotul Jannah
Central Lampung**

To support teaching and learning process, MTs Raudhotul Jannah Central Lampung has many buildings and other supporting facilities. These buildings and facilities can be seen on the following table:

Table 21
Facilities in MTs Raudhotul Jannah Central Lampung

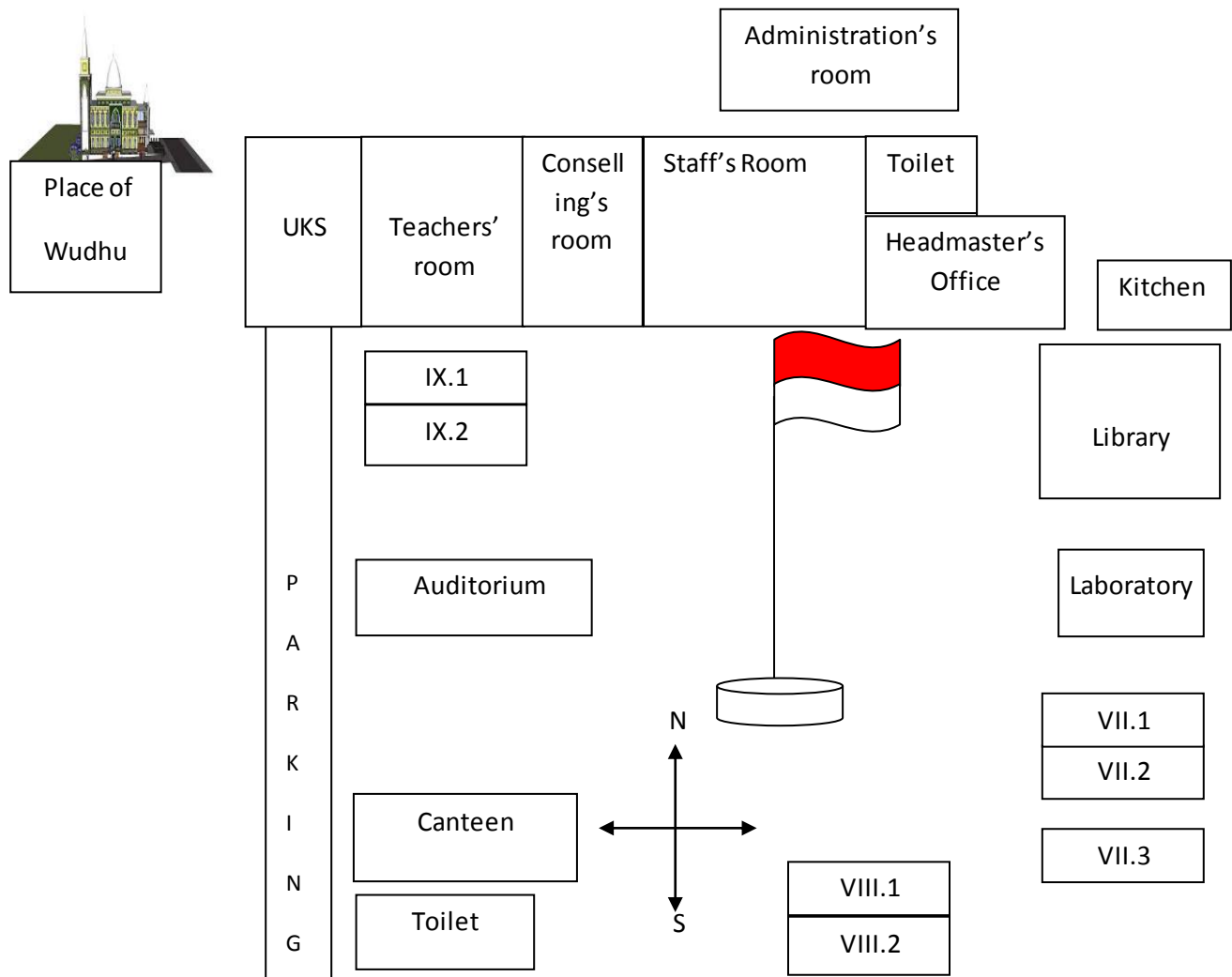
No	Name of Room	Number of Unit
1	Classroom	7
2	Headmaster's room	1
3	Conselling's room	1
4	Auditorium	1
5	Laboratory	1
6	Library	1
7	Rest Room	4
8	Teacher's room	1
9	Mosque	1
10	School Medical Center	1
11	Administration's room	1

Source: Documentation of MTs Raudhotul Jannah Central Lampung

The Sketch Location of MTs Raudhotul Jannah Central Lampung was illustrated as follow:

Figure 3

The Sketch Location of MTs Raudhotul Jannah Central Lampung



Source: Documentation of MTs Raudhotul Jannah Central Lampung on Mei 15th 2018

B. Description of The Research Data

1. The Students' Pre-Test Result

The writer conducted pre-test on Wednesday 15th May 2019 was done to know the students speaking before the treatment. The result of pre-test can be identified as Follow :

Table. 22
The result of Students' Writing pre-test at eighth graders of
MTs Raudhotul Jannah Central Lampung.

No.	Students' Code	The Score Of Pre-Test	Explanation
1.	AAA	45	Poor
2.	AA	60	Poor
3.	AR	50	Poor
4.	ANA	57	Poor
5.	CP	60	Poor
6.	DO	45	Poor
7.	DNA	50	Poor
8.	IFS	65	Fair
9.	I	50	Poor
10.	JN	65	Fair
11.	KM	55	Poor
12.	KR	60	Poor
13.	MN	45	Poor
14.	MAM	50	Poor
15.	ME	45	Poor
16.	MFH	48	Poor
17.	MIR	58	Poor
18.	MR	60	Poor
19.	MI	45	Poor
20.	MMN	68	Fair
21.	NS	50	Poor
22.	NF	62	Poor
23.	NNL	65	Fair
24.	NNH	64	Poor
25.	OA	50	Poor
26.	PDS	60	Poor
27.	RJ	48	Poor
28.	SK	55	Poor

29.	SCF	60	Poor
30.	SE	70	Pass
Total ($\sum x$)		1665	
Maximal Score		70	
Minimal Score		45	
Average		55,5	

Source : Taken on May 15th, 2019

The test was followed by 30 students. Based on the table above, then the writer measured the class interval by using formulation as follows:

R = The highest score – the lowest score

$$R = 70 - 45$$

$$= 25$$

$$K = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log (30)$$

$$= 1 + 4,87$$

$$= 5,87 (6)$$

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

$$= 25/5,87$$

$$= 4,25 (4)$$

Note :

R = A distance from score maximum and score minimum

K = The number of interval class

P = The length of interval class

The total of the class interval (K) for pre test was 6 After knowing the interval class, then the data was taken from interval above was put on the table frequency distribution, as follows:

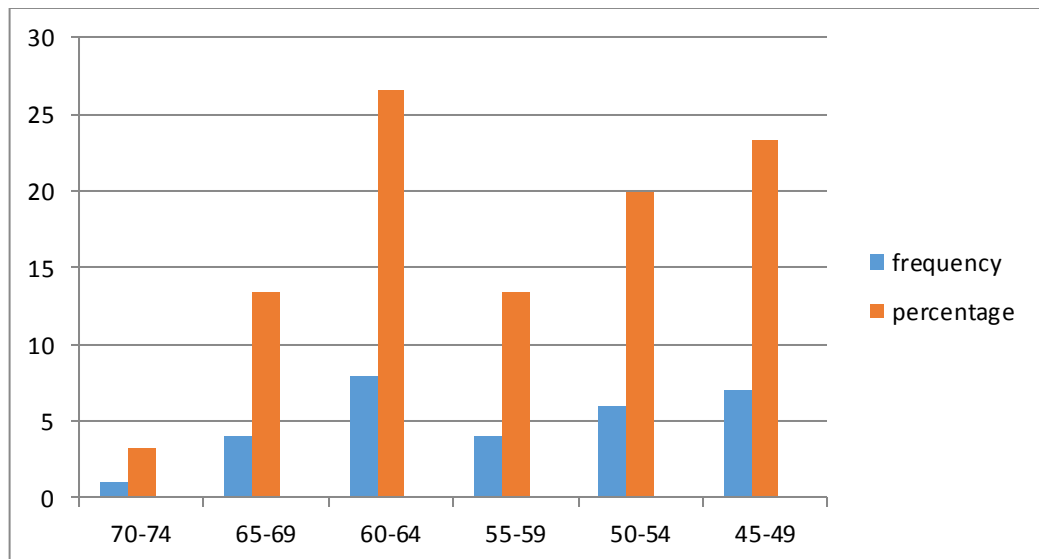
Table. 23
Frequency Distribution of the students' writing score in pre-test

No.	Class Interval	Frequency	Percentage (%)
1.	70-74	1	3,3%
2.	65-69	4	13.4%
3.	60-64	8	26,6 %
4.	55-59	4	13.4 %
5.	50-54	6	20 %
6.	45-49	7	23,3 %
Total		30	100 %

Source: Taken on May 15th, 2019

In addition, the chart below illustrated the frequency distribution of the student's speaking in pre test :

Figure. 4
The chart of frequency distribution of the students' writing score in pre-test



Based on the table frequency distribution above, it can be inferred that 30 students as the research sample can be divided :

1. For the class interval of 70-74, there were 1 students or 3.3 %
2. For the class interval of 65-69, there were 4 students or 13,4 %
3. For the class interval of 60-64, there were 8 students or 26,6 %
4. For the class interval of 55-59, there were 4 students or 13,4 %
5. For the class interval of 50-54, there were 6 students or 20 %
6. For the class interval of 45-49, there were 7 students or 23,3 %

Based on the table above, it can be seen that the students who failed the test was students who got score under 70.

2. The Students' Post test Result

Post test was employed in the last program of this research after giving some treatments to the students. The test used in present research was the same type as pre test but in different title and it is more develop, the result of students' post –test can be identified as follows :

Table. 24
The result of Students' Writing post-test
at MTs Raudhotul Jannah Central Lampung.

No.	Students' Code	The Score Of Post-Test	Explanation
1.	AAA	70	Good
2.	AA	70	Good
3.	AR	75	Good
4.	ANA	78	Very Good
5.	CP	74	Good
6.	DO	77	Very Good
7.	DNA	75	Good
8.	IFS	70	Good
9.	I	80	Very Good
10.	JN	76	Very Good
11.	KM	84	Very Good
12.	KR	84	Very Good
13.	MN	78	Very Good
14.	MAM	75	Good
15.	ME	70	Good
16.	MFH	75	Good
17.	MIR	72	Good
18.	MR	70	Good
19.	MI	75	Good
20.	MMN	72	Good
21.	NS	70	Good
22.	NF	70	Good
23.	NNL	72	Good
24.	NNH	76	Very Good
25.	OA	75	Good
26.	PDS	83	Very Good
27.	RJ	72	Good
28.	SK	70	Good
29.	SCF	70	Good
30.	SE	85	Very Good

Total ($\sum x$)	2243
Maximal Score	85
Minimal Score	70
Average	74,7

Source : Taken on May 16th,2019

The test was followed by 30 students. Based on the table above, then the writer measured the class interval by using formulation as follows :

R = The highest score – the lowest score

$$R = 85 - 70$$

$$= 15$$

$$K = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log (30)$$

$$= 1 + 4,87$$

$$= 5,87 (6)$$

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

$$= 15/6$$

$$= 2,3$$

Note :

R = A distance from score maximum and score minimum

K = The number of interval class

P = The length of interval class

The total of the class interval (K) for post test was 2 After knowing the interval class, then the data was taken from interval above was put on the table frequency distribution, as follows:

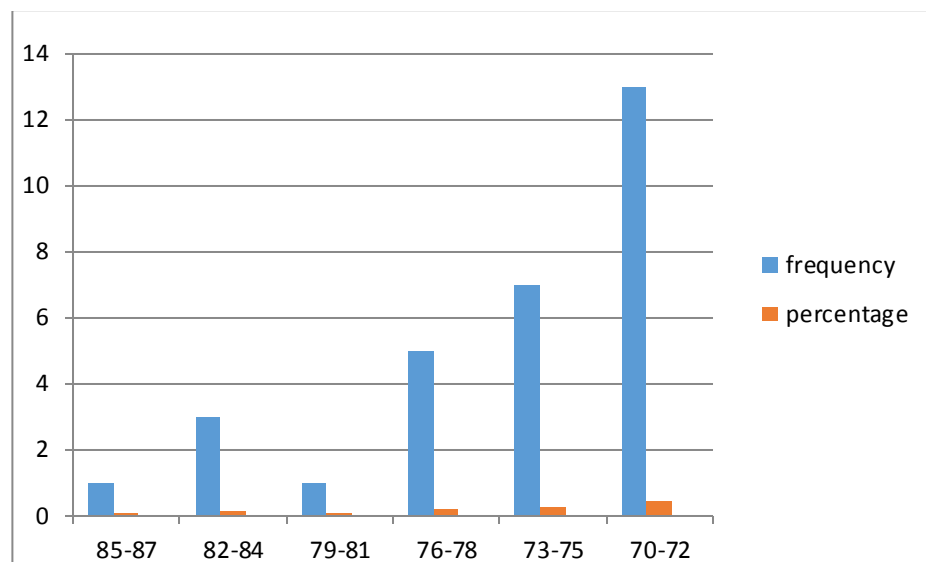
Table. 25
Frequency Distribution of the students' writing score in post-test

No.	Class Interval	Frequency	Percentage (%)
1.	85-87	1	3,3
1.	82-84	3	10%
2.	79-81	1	3,3%
3.	76-78	5	16,6%
4.	73-75	7	23.4%
5.	70-72	13	43.4%
Total		30	100%

Source: Taken on May16th,2019

If the data was put on the graphic, it can be seen as followed:

Figure. 5
The chart of frequency Distribution of student's writing score in post test



Based on the table frequency distribution above, it can be inferred that 30 students as the research sample can be divided :

1. For the class interval of 85-87, there were 1 students or 3,3 %
2. For the class interval of 82-84, there were 3 students or 10 %
3. For the class interval of 79-78, there were 1 students or 3,3 %
4. For the class interval of 76-78, there were 5 students or 16,6 %
5. For the class interval of 73-75 , there were 7 students or 23,4 %
6. For the class interval of 70-72 , there were 13 students or 43,4 %

Based on the table above, it can be seen that the students who passed the test was the students who got score maximum 85, there was 1 student or 3,3%. Then, the students who got score under 85, there were 29 students or 96,7%.

3. The Students' Idea Listing Technique

The students' writing ability of descriptive text is as the independent variable of this research. To measure the students' writing ability of descriptive by using idea listing, the writer used questionnaire. The total item of questionnaire is 20 items with three alternative answers, as follows:

- 6) Alternative answer A is given by score 5
- 7) Alternative answer B is given by score 4
- 8) Alternative answer C is given by score 3
- 9) Alternative answer D is given by score 2
- 10) Alternative answer E is given by score 1

A set of questionnaire was given in order to know the students' descriptive writing ability by using idea listing technique. The result of the questionnaire as follow:

Table 26
The Result of the Students' Idea Listing Technique Questionnaire at eighthgraders of MTs Raudhotul Jannah Central Lampung

No	Students' Name	Total Score	Explanation
1	AAA	77	Good
2	AA	73	Fair
3	AR	80	Good
4	ANA	71	Low
5	CP	84	Very Good
6	DO	78	Good
7	DNA	77	Good
8	IFS	75	Fair
9	I	70	Low
10	JN	80	Good
11	KM	84	Very Good
12	KR	81	Very Good
13	MN	72	Low
14	MAM	80	Good
15	ME	75	Fair

No	Students' Name	Total Score	Explanation
16	MFH	78	Good
17	MIR	76	Fair
18	MR	77	Good
19	MI	78	Good
20	MMN	81	Very Good
21	NS	73	Fair
22	NF	79	Good
23	NNL	73	Fair
24	NNH	73	Fair
25	OA	76	Fair
26	PDS	77	Good
27	RJ	81	Very Good
28	SK	81	Very Good
29	SCF	75	Fair
30	SE	77	Good
Total Score		2312	

Source: The Result of the Students' Idea Listing Technique questionnaire at the Eighth Grade of MTs Raudhotul Jannah Central Lampung

Based on the table above, the writer used the formula to know the class interval, as follow:

$$\text{Interval} = \frac{\text{The highest score} - \text{The Lowest score} + 1}{\text{Total of the categories}}$$

$$\text{Interval} = \frac{84 - 70 + 1}{5} = 3$$

The total of class interval for independent variable of this research is 3. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follow:

Tabel 21
The Frequency Distribution of the Students' Idea Listing Technique
Result at the Eighth Grade of MTs Raudhotul Jannah Central Lampung

No	Class Interval	Frequency	Category	Percentage
1	81-84	6	Very Good	20%
2	77 –80	12	Good	40%
3	73 – 76	9	Fair	30%
4	70 – 72	3	Low	10%
Total		30	-	100%

Based on the table of frequency distribution above, it can be concluded that 30 students as the research sample, There were 12 students who were included into good category with percentage 40%. There were 9 students who were included into fair category with percentage 30%. Furthermore, there were 6 students who were included into excellent category with percentage 20%. And for the last category, there were 3 students who were included into fair category with percentage 10%.

Therefore, it can be concluded that students' extrinsic motivation at the seventh grade of MTs Raudhotul Jannah Central Lampung was included into good category.

B. Hypotesis Testing

After applying test method, the writer analyzed the data by using Chi-Square and T-test in order to prove whether there is a positive and significant effect of idea listing technique on students' writing ability of descriptive text at eighth graders of MTs Raudhotul Jannah Central Lampung, as follows:

1. Putting the data into the formula Chi-Square (χ^2)

After administering the written test method, the researcher analyzed the data by using of Chi-Square (χ^2) with two variables in order to prove whether there is a positive and significant effect of idea listing technique on students' writing ability of descriptive text at eighth graders of MTs Raudhotul Jannah Central Lampung, as follows :

$$X^2 = \sum \left(\frac{(f_o - f_e)^2}{f_e} \right)$$

Table. 28
Table of the Expected frequency at the Result of Student's Writing in Pre-Test and Post test

Variables	Category			Total
	Very Good	Good	Fair	
Pre –test	0	5	25	r N =30
Post– test	10	20	0	r N =30
Total	c N = 10	c N=25	c N=25	N= 60

Hypothesis testing by using Chi-Square analyzed as follows :

Table. 29
The Testing of Data

Sel:	f_o	$f_e = \frac{cnXrn}{n}$	$f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
1	0	$\frac{10 \times 30}{60} = 5$	-5	25	5
2	5	$\frac{25 \times 30}{60} = 12,5$	-7,5	56.25	4.5
3	25	$\frac{25 \times 30}{60} = 12,5$	12,5	156,25	12,5
4	10	$\frac{10 \times 30}{60} = 5$	5	25	5

5	20	$\frac{25 \times 30}{60} = 12,5$	7,5	56,25	4,5
6	0	$\frac{25 \times 30}{60} = 12,5$	-12,5	156,25	12,5
Total		$f_i = 60$	0	-	$X^2 = 44$

From above, the value of chi-square was 44.

Accordingly, the value of chi-square was 44. Then, to know the critical value of chi square, the researcher counted df at first that stands for degrees of freedom. The formulation of df was:

$$df = (c - 1) (r - 1)$$

Where:

df = number of degrees of freedom

c = number of columns

r = number of rows

$$df = (3-1)(2-1)$$

$$df = 2.1$$

$$df = 2$$

Table. 30
Critical Value of Chi-Square

Degrees of Freedom	Level of Significant	
	5%	1%
Df2	5.991	9.210

- a. The critical value of χ^2 table for 5% level was 5.991
- b. The critical value of χ^2 table for 1% level was 9.210

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

- 1) $\chi^2_{\text{observed}} = 44$
- 2) $\chi^2_{\text{table or expectancy}} = 5\% (5.991) \text{ and } 1\% (9.210)$

The degrees of freedom are 2. Therefore, the values of χ^2_{table} on degrees of freedom in the level of 5% are 5.991 and in the level of 1% are 9.210. From the data above, it revealed the comparison between F_o and F_t was: $5.991 < 44 > 9.210$ in the level of significant of 5% and 1%. It means that the alternative hypothesis (H_a) which explained “there is a positive and significant effect of using idea listing technique on students’ writing ability of descriptive text” was accepted and H_o was rejected.

2. Putting the data into formula T-Test

To find whether there is a positive and significant effect of idea listing technique on students’ writing ability of descriptive text at eighth graders of MTs Raudhotul Jannah Central Lampung. The researcher used T-Test formula. Firstly, the researcher prepared the table and put the data into the formula t-test as below to get “ $t_{\text{observation}}$ ”.

1. Preparing the table in order to prove whether there is a positive and significant effect of idea listing technique on students’ writing ability of descriptive text at eighth graders of MTs Raudhotul Jannah Central Lampung.

Table. 31
The Score Pre-Test and Post Test Result of The Students' Writing

No	Students' Code	Pre-test (X ₁)	Post –test (X ₂)	D(x ₂ – x ₁)	D ² (x ₂ – x ₁) ²
1	AAA	45	70	25	625
2	AA	60	70	10	100
3	AR	50	75	25	625
4	ANA	57	78	21	441
5	CP	60	74	14	196
6	DO	45	77	32	1024
7	DNA	50	75	25	625
8	IFS	65	70	5	25
9	I	50	80	30	900
10	JN	65	76	11	121
11	KM	55	84	29	841
12	KR	60	84	24	576
13	MN	45	78	33	1089
14	MAM	50	75	25	625
15	ME	45	70	25	625
16	MFH	48	75	27	729
17	MIR	58	72	14	196
18	MR	60	70	10	100
19	MI	68	75	7	49
20	MMN	68	72	4	16
21	NS	50	83	33	1089
22	NF	60	70	10	100
23	NNL	65	72	7	49
24	NNH	60	76	16	256
25	OA	50	75	25	625
26	PDS	64	70	6	36
27	RJ	48	72	24	576
28	SK	55	70	15	225
29	SCF	60	70	10	100
30	SE	45	85	40	1600

	TOTAL	$\sum X_1 =$ 1665	$\sum X_2 =$ 2243	$\sum D =$ 582	$\sum D^2 =$ 14184
	AVERAGE	55,5	74,77	19,40	472,80

The average of $\sum D = (582 : 30) = 19,40$

Based on the data above, the value of the Pre-test and the Post- test score is 19,40. Then, to know the “ t_{observed} ”, put the value of the data above into the formula of t-test bellow

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{19,40}{\sqrt{\frac{14184 - \frac{(582)^2}{30}}{30(30-1)}}$$

$$t = \frac{19,40}{\sqrt{\frac{14184 - (338724 : 30)}{30 \times 29}}$$

$$t = \frac{19,40}{\sqrt{\frac{14184 - 11291}{870}}}$$

$$t = \frac{19,40}{\sqrt{\frac{2893}{870}}}$$

$$t = \frac{19,40}{\sqrt{3,32}}$$

$$t = \frac{19,5}{1,82} = 10,65$$

Therefore $t_{\text{observation}}$ is 10,65 as result of the counting by using t_{test} formula above.

To know the critical value of $t_{\text{test}}(t_{\text{table}})$, the researcher firstly counted df, df is degree of freedom. The formula of $df = N - 1$. N is the number of research population :

$$df = N - 1$$

$$= 30 - 1$$

$$= 29$$

After considering the t_{table} by using df which was 29. The critical value of t_{table} was as follows:

Table. 32
Critical Value of t_{table}

Degrees of Freedom	Level of Significant	
	5%	1%
df 29	1.6849	2.7079

- 1) “ t_{observed} ” = 10,65
- 2) “ t_{table} “ level of 5% ” = 1.6849
- 3) “ t_{table} “ level of 1% ” = 2.7079

Its mean that “ t_{observed} ” higher that “ t_{table} “ or it can be written as $10,65 > 2.7079$. from the value above, it can be inferred that there is positive and significant effect of idea listing technique.

C. Interpretation

1. Interpretation of χ^2_{observed}

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

The critical value of χ^2_{observed} was 44 which meant that H_a was accepted and H_o was rejected. To conclude, mentoring class program could effect of idea listing technique on students' writing ability of descriptive text at eight graders of MTs Raudhotul Jannah Central Lampung

2. Interpretation of t_{observed}

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

Finally, the data confirmed that $t_{\text{observed}} = 10,65$ was higher than t_{table} 1.6849 in the level of 5% and 2.7079 in the level of 1 %. It mean that H_a was accepted and H_o was rejected. Therefore, it could be concluded that "there was a positive and significant influence of mentoring class program could influence students' writing ability at eighth graders of MTs Raudhotul Jannah Central Lampung".

D. Discussion

In this research, there were two variables, the independent variable was extrinsic motivation (X) and the dependent variable was students' descriptive writing ability (Y). The variables. were tested by using calculation of product

moment correlation and it was known that the correlation of the variables proved positive and significant.

Furthermore, in discussion of independent and dependent variables analysis result include good, fair, and poor. It can be depicted to the table bellow:

Table 33
The Frequency Distribution of Idea Listing Technique Questionnaire And Students'descriptive Writing Ability Test

No	Variable	Very Good	Good	Total
1	Idea Listing (X)	10 (33%)	20 (67%)	30 (100%)
2	Students' descriptive writing ability (Y)	23 (76%)	7 (24%)	30 (100%)

Based on the table above, it can be inferred that from 30 students who followed the measurement process, most of the students were included int good category, especially into independent variable (idea listing) and also into dependent variable (students' descriptive writing ability). it means that the most of students at the seventh grade of MTs Raudhotul Jannah Central Lampung had the good category.

E. Limitation

The writer cooperated with the English teacher. Then, the sudents constructed to be able to fill the questionnare and the English writing test seriously. One of the constructed forms was by affirming that the test will be a part of assesments of the teacher. Therefore, after conducting the research and

getting the data test and documentation, the writer found some limitations such as conducting of the measurement and coming late of the students.

The conducting of the measurement was done in the eighth grade of MTs Raudhotul Jannah Central Lampung. Thus, the condition and situation measurement difference although the time allocation given was same. Moreover, coming late the students has affect of hurrying filing the test. In other words, the students did not have good concentration to conduct the test or questionnaire.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Idea Listing Technique is a technique in which you wrote the topic at the top of a piece of paper and then quickly made a list of the words or phrases that came into their mind. Then students made a paragraph or text with that list of word that had written before. It encouraged students' writing ability especially in descriptive writing.

It can be used as learning writing and it can be improve their writing ability and make the students easier and enjoyable to write the text well. The average of students' ability of descriptive text in pre-test was 55,43 and in post-test is 74,72.

There was significant effect of using idea listing technique on students' writing ability of descriptive text at eighth graders of MTs Raudhotul Jannah Central Lampung. It can be seen from the result of critical value " $t_{\text{observation}}$ " was 10,65 and " t_{table} " 5% (1.6849) and 1% (2.7079). The data confirmed that " $t_{\text{observation}}$ " was higher than " t_{table} ".

According the result of data analysis, the researcher knows that $\chi^2_{\text{observation}}$ is 44 and χ^2_{table} in 5% (5.991) and 1% (9.210). It means that " $\chi^2_{\text{observation}}$ " is higher than " χ^2_{table} ". Therefore, it can be inferred that H_1 is accepted and H_0 is rejected. It means that, there is a positive and significant effect of using idea

listing technique on students' writing ability of descriptive text at eighth graders of MTs Raudhotul Jannah Central Lampung.

B. Suggestion

After the researcher conducted the research at eighth graders of MTs Raudhotul Jannah Central Lampung, the researcher would like to give some suggestions as follows :

1. For the principals
 - a. The principal is suggested to support the English Learning process by preparing the facilitation and instrument completely.
 - b. The principal is suggested to adapt and to improve the English syllabus based on the real problems faced by the students.
2. For the students
 - a. It is suggested to develop their ability in writing in order that can succeed in learning English.
 - b. This program can progress the students in studying English, especially to learn material given.
 - c. To be more active in learning English by using idea listing technique because it can help the students to enjoy in following the material that the teacher given.
 - d. So that, if the students follow the teacher who use the idea listing technique, their skill in writing will be high, and also if the students

do not follow the teacher who use the idea listing technique diligently their skill will be low.

3. For the lecturers

- a. The English teacher should motivate the students to be more active in English learning process.
- b. The English teacher should suggest the students to increase their skill in writing.

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APPENDICES

SILABUS

Satuan Pendidikan : MTs Raudhotul Jannah
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan)/ 2 (Dua)
Kompetensi Int :

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan	Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda Fungsi sosial Membanggakan, menjual, mengenalkan,	Mengamati <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan 	KRITERIA PENILAIAN <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana. 	16 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan

<p>menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya .</p> <p>4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>1.1.</p>	<p>mengidentifikasi, mengkritik, dsb.</p> <p>Struktur text (gagasan utama dan informasi rinci)</p> <p>a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan</p> <p>c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <p>Unsur kebahasaan</p> <p>(1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (-s).</p> <p>(2) Kata ganti <i>it</i>, <i>they</i>, <i>she</i>, <i>we</i>, dst.; <i>our</i>, <i>my</i>, <i>your</i>, <i>their</i>, dst.</p>	<p>tanda baca dengan benar.</p> <ul style="list-style-type: none"> Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan 	<ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks derkriptif. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif. <p>CARA PENILAIAN:</p>	<p>komunikasi interpersonal/ transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resourcerce_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/
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	<p>(3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan <i>quite, very</i>.</p> <p>(4) Frasa nominal seperti <i>dark brown, cute little cat, beautiful red flower</i></p> <p>(5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take</i>, dll.</p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p>Topik Orang, binatang, benda di</p>	<p>benda.</p> <ul style="list-style-type: none"> Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> fungsi sosial setiap teks nama orang, binatang, benda yang dideskripsikan sifat orang, binatang, benda yang dideskripsikan tindakan orang, binatang, benda yang dideskripsikan kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi 	<p>Kinerja (praktik)</p> <p>Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas. Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap 		
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	<p>sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>inci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. <p>Siswa membicarakan permasalahan</p>	<p>kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</p> <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda.</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya teks deskriptif sangat pendek dan sederhana tentang 		
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		<p>yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>	<p>orang, binatang, benda yang telah dibuat.</p> <ul style="list-style-type: none">• Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, binatang, benda.• Lembar soal dan hasil tes		
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs Raudhotul Jannah
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII (Delapan)/2 (Dua)
Materi Pokok : Teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang.
Alokasi Waktu : 1x45 Menit

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.	3.10.Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.10.1 Menulis teks deskriptif tentang deskripsi orang, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.	4.11. Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.	4.11.1 Mengidentifikasi stuktur dan unsur kebahasaan dalam teks
	4.12. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.12.1 Menyatakan sifat dan ciri fisik orang secaralisan dengan akurat, lancar dan berterima

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengamati dan mengidentifikasi gambar orang yang ditunjukkan oleh guru secara seksama
2. Menanggapi pertanyaan yang diberikan guru berdasarkan gambar secara lisan
3. Mengidentifikasi informasi rici dari text deskriptif secara akurat
4. Mengidentifikasi generic structure dari text deskriptif secara berpasangan
5. Menulis deskripsi dari gambar yang ada secara individu
6. Membuat tex deskriptif secara individu

D. Materi Pembelajaran

Fungsi Sosial : Mendeskripsikan orang untuk kepentingan menjual, membeli,
mengenalkan,melaporkan kehilangan.

Struktur Teks :

- Penyebutan nama orang yang dipilih untuk dideskripsikan
- Penyebutan sifat orang, dan
- Penyebutan tindakan dari atau terkait dengan orang.

Panjang teks: kurang lebih 6 (enam) kalimat.

I have a friend, her name is vivi. She is a beautiful girl. She has black short straight hair. Her skin is white. She has slim body .She also smart girl.

Unsur Kebahasaan:

(1) Pertanyaan dan pernyataan tentang deskripsi

- *How does your brother look like?*
- *He's short and wears glasses*
- *wears glasses*

(2) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).

(3) Kata ganti *it, they, she, we, dst; our, my, your, their, dst.*

(4) Kata sifat, tanpa atau dengan penambahan kata *quite, very*, atau kombinasi

seperti *dark brown, nice little boy*, dan sebagainya.

(5) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

(6) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Topik:

Berbagai hal terkait dengan orang.

E. Metode Pembelajaran

Idea Listing Technique

F. Media, Alat, dan Sumber Pembelajaran

1. Media

Gambar orang

2. Alat

Realia benda, board marker, kertas karton

3. Sumber Pembelajaran

a. Kementerian Pendidikan dan Kebudayaan. 2013. Bahasa Inggris, *When rings the bell*. Jakarta: Politeknik Negeri Media Kreatif. Hal. 125.

b. *Board of Studies New South Wales*. 1998. *English K-6 Modules*. Sydney: *Board of Studies* NSW. Hal. 85.

c. Amos E., Prescher E., & Raby J. 1998. *Winner Student Book 1*. Jakarta: Pearson Education Asia Pte Ltd. 69.

G. Langkah-langkah pembelajaran

a. Pendahuluan (3 menit)

1. Guru memberi salam.
2. Guru memeriksa kehadiran siswa.
3. Guru menjelaskan tentang tujuan pembelajaran

b. Kegiatan inti (10 menit)

Mengamati

1. Peserta didik diminta mengamati dan mengidentifikasi gambar yang ditunjukkan oleh guru

Menanya

2. Peserta didik merespon pertanyaan yang berkaitan dengan gambar secara lisan

Mengeksplorasi

3. Peserta didik diberikan contoh text deskriptif dan mereka menjawab pertanyaan sesuai text
4. Secara berpasangan siswa menganalisis fungsi sosial, generic structure dan unsur bahasa yang digunakan dalam text deskriptif

Mengasosiasi

5. Peserta didik menyimpulkan hasil diskusi dan mempresentasikannya di depan kelas

Mengkomunikasikan

6. Peserta didik membuat text deskriptif

c. Penutup (2 menit)

1. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran
2. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
3. Guru memberikan tugas untuk peserta didik untuk mencari contoh-contoh deskriptif text dari internet
4. Peserta didik dan guru mengucapkan salam perpisahan.

H. Penilaian

1. Kompetensi Sikap Spiritual

- a. Teknik Penilaian : Observasi dan Penilaian Diri
- b. Bentuk Instrumen : Lembar observasi dan Lembar Penilaian Diri
- c. Kisi-kisi :

No.	Butir Nilai	Indikator	Jumlah Butir Instrumen
1	Bersyukur	Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.	1
		Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris	1
		JUMLAH	2

d. Instrumen: lihat *Lampiran 1A* dan *Lampiran 1B*.

e. Petunjuk Penentuan Skor: lihat *Lampiran 3*.

2. Kompetensi Sikap Sosial

a. Teknik Penilaian : Observasi dan Penilaian Diri

b. Bentuk Instrumen : Lembar observasi dan Lembar Penilaian Diri

c. Kisi-kisi :

No.	Butir Nilai	Indikator	Jumlah Butir Instrumen
1.	Santun	Meminta perhatian guru dan teman menggunakan Bahasa Inggris yang berterima.	1
		Merespon pertanyaan guru dan peserta didik menggunakan Bahasa Inggris yang berterima	1
2.	Peduli	Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/materi ungkapan meminta perhatian dan responsnya	1
		Mengecek pemahaman teman menggunakan Bahasa Inggris yang berterima	1
		Merespon guru dan teman yang mengecek pemahamannya menggunakan Bahasa Inggris yang berterima	1
		Jumlah	5

3. Kompetensi Pengetahuan

a. Teknik Penilaian : Tes Tertulis

b. Bentuk Instrumen : Pilihan Ganda, Menjodohkan, dan Melengkapi.

c. Kisi-kisi :

No.	Indikator	Jumlah Butir Soal	Nomor Butir Soal
1	Disajikan pernyataan/ilustrasi situasi tertentu, peserta didik dapat menentukan ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta serta mengungkapkan pendapat serta responnya dengan benar.	8	I.1-8
2	Disajikan ungkapan mengecek pemahaman beserta responnya secara acak, peserta didik dapat menjodohkan ungkapan dan respon dengan benar.	4	II.1-4
3	Disajikan gambar 2 orang atau lebih dengan ilustrasi yang jelas, peserta didik dapat menentukan ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik dan meminta serta mengungkapkan pendapat yang tepat.	8	III.1-8
	JUMLAH	20	

4. Keterampilan

- Teknik Penilaian : Tes Tertulis dan Praktik
- Bentuk Instrumen : Pilihan Ganda (Tes Tertulis)
- Tes Praktik Keterampilan Berbicara), dan Rubrik Penilaian Tes Praktik
- Kisi-kisi:

1) Tes Tertulis

No.	Indikator	Jumlah Butir Soal	Nomor Butir Soal
1	Disediakan teks percakapan yang melibatkan ungkapan meminta perhatian peserta didik dapat menjawab pertanyaan tentang konteks situasi dari teks tersebut.	3	1-3
2	Disediakan teks percakapan yang melibatkan ungkapan meminta perhatian, peserta didik dapat menjawab pertanyaan tentang informasi tertentu (unsur kebahasaan) pada teks tersebut dengan benar.	2	4-5
3	Disediakan teks percakapan yg melibatkan ungkapan mengecek pemahaman, peserta didik dapat menjawab pertanyaan tentang ungkapan tersebut dengan benar.	3	6-8
4	Disediakan teks percakapan yang melibatkan ungkapan meminta perhatian, peserta didik dapat menjawab pertanyaan tentang informasi tertentu (unsur kebahasaan) pada teks tersebut dengan benar.	2	9-10
5	Disediakan teks percakapan yg melibatkan ungkapan mengecek pemahaman, peserta didik dapat menjawab pertanyaan tentang ungkapan tersebut dengan benar.	3	11-13
6	Disediakan teks percakapan yg melibatkan ungkapan mengecek pemahaman, peserta didik dapat menjawab pertanyaan tentang ungkapan tersebut dengan benar.	2	14-15
7	Disediakan teks percakapan yg melibatkan ungkapan mengecek pemahaman, peserta didik dapat menjawab pertanyaan tentang ungkapan tersebut dengan benar.	3	16-18
8	Disediakan teks percakapan yg melibatkan ungkapan mengecek pemahaman, peserta didik dapat menjawab pertanyaan tentang ungkapan tersebut dengan benar.	2	19-20
		20	

2) Tes Praktik

No.	Indikator	Jumlah Butir Soal
	Disajikan 2 kartu situasi yang berbeda (A1 & B2 atau A2 & B1) untuk masing-masing peserta didik, dengan menggunakan kartu berupa gambar, peserta didik dapat melakukan percakapan yang melibatkan ungkapan meminta perhatian dan mengecek pemahaman, menghargai kinerja yang baik dan meminta serta mengungkapkan pendapat serta responsnya dengan lancar, runtut dan berterima secara berpasangan.	4

English Teacher,

(Masrokha Ghufon, S.Pd)
NIP

Sidokerto, Mei 2019

The Researcher

(Ahmad Asrofi)

QUESTIONNAIRE LIST

THE EFFECT OF IDEA LISTING TECHNIQUE ON STUDENTS' WRITING ABILITY OF DESCRIPTIVE TEXT AT EIGHTH GRADERS OF MTS RAUDHOTUL JANNAH CENTRAL LAMPUNG

I. Identitas Responden

Nama :

Kelas :

II. Petunjuk Pengisian

1. Jawablah pertanyaan ini dengan sejujur-jujurnya dan sesuai dengan kenyataan.
2. Pilihlah alternatif jawaban yang menurut anda sesuai dengan melingkari jawaban yang telah tersedia.
3. Tidak ada jawaban benar atau salah dalam pertanyaan-pertanyaan dibawah ini.
4. Hasil penelitian ini tidak mempengaruhi nilai anda.

III. Kuesioner

1. Saya sangat suka belajar pelajaran Bahasa Inggris
 - a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
2. Bahasa inggris adalah pelajaran yang sangat sulit
 - a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
3. Pelajaran Bahasa inggris adalah pelajaran yang penting untuk dipelajari
 - a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
4. Materi teks deskriptif adalah materi yang menarik bagi saya
 - a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
5. Saya dapat dengan mudah menulis teks deskriptif
 - a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
6. Saya memperhatikan saat guru menjelaskan materi tentang teks deskriptif
 - a. Sangat Setuju
 - c. Tidak Setuju

- b. Setuju
 - c. Ragu-ragu
 - d. Sangat Tidak Setuju
7. Saya akan bertanya pada guru apabila saya tidak paham materi teks deskriptif
- a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
8. Saya telah menguasai generic structure (identification, description) dari teks deskriptif
- a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
9. Generic structure dari teks deskriptif dapat saya pahami dengan mudah
- a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
10. Generic structure dari teks deskriptif membantu saya menulis teks deskriptif dengan sistematis
- a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
11. Saya merasa antusias mengikuti pelajaran Bahasa Inggris dengan teknik idea listing
- a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
12. Teknik idea listing dapat membantu saya belajar menulis dengan mudah
- a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
13. Teknik idea listing dapat menghilangkan rasa bosan saat proses pembelajaran
- a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
14. Teknik idea listing adalah pembelajaran yang tepat digunakan dalam menulis teks deskriptif
- a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju

15. Saya menjadi kritis dengan diterapkannya teknik idea listing pada materi teks deskriptif
- a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
16. Saya menjadi aktif dalam mengeluarkan pendapat saat diterapkannya teknik idea listing dalam pembelajaran menulis teks deskriptif
- a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
17. Guru menerapkan teknik idea listing di dalam pelajaran menulis teks deskriptif dengan antusias
- a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - c. Tidak Setuju
 - d. Sangat Tidak Setuju
18. Guru memberikan pujian ketika anda bertanya tentang materi teks deskriptif dengan teknik idea listing
- a. Sangat Setuju
 - b. Setuju Sangat
 - c. Ragu-ragu
 - d. Tidak Setuju
 - e. Tidak Setuju
19. Guru memberikan reward saat saya mendapat nilai bagus dalam menulis teks deskriptif dengan teknik idea listing
- a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
20. Teknik idea listing adalah teknik pembelajaran menulis teks deskriptif yang pertama kali diajarkan oleh guru
- a. Sangat Setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju

INSTRUMENT TEST

Post-Test

NAME :

CLASS :

Instruction:

1. Write your name in your answer sheet
2. Choose one of the following topics below!
 - a. My Father
 - b. My Toy
 - c. My Sibling
 - d. My Uncle
3. Write a descriptive text based on the topic that you have chosen (at least two paragraphs)

This image shows a blank sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

INSTRUMENT TEST

Pre-Test

NAME :

CLASS :

Instruction:

1. Write your name in your answer sheet
2. Choose one of the following topics below!
 - a. My Father
 - b. My Toy
 - c. My Sibling
 - d. My Uncle
3. Write a descriptive text based on the topic that you have chosen (at least two paragraph)

DOCUMENTATION GUIDANCE

1. Documentation about establishment history of MTs Raudhotul Jannah Central Lampung.
2. Documentation about organization structure of MTs Raudhotul Jannah Central Lampung.
3. Documentation about condition of the teachers, officials, and students of MTs Raudhotul Jannah Central Lampung.
4. Documentation about the location sketch of MTs Raudhotul Jannah Central Lampung.
5. Documentation about the students' descriptive writing result of MTs Raudhotul Jannah Central Lampung.

OBERVATION GUIDANCE

1. Obervation about teaching learning process of MTs Raudhotul Jannah Central Lampung.
2. Observation about establishment of MTs Raudhotul Jannah Central Lampung.
3. Obervation about condition of the teachers and officials of MTs Raudhotul Jannah Central Lampung.
4. Obervation about the location sketch of MTs Raudhotul Jannah Central Lampung

DAFTAR NILAI
ULANGAN HARIAN KE III
MTs. RAUDHOTUL JANNAH SIDOKERTO
TAHUN AJARAN 2018/2019

Mata Pelajaran : Bahasa Inggris
Kelas : Delapan (8) A

Hari, Tanggal : Rabu, 14 Maret 2018
Materi : Descriptive Text

NO	NISM	NISN	NAMA	Nilai
1	121218020086160399	0037151715	Abdullah Azzam Al-Faruq	50
2	121218020086160400	0048322275	Agnes Apriiia	50
3	121218020086160401	0030121947	Alfiah Ramadhani	45
4	121218020086160402	0033681980	Ani Nur Azizah	42
5	121218020086160403	0035431282	Cindy Purwati	50
6	121218020086160404	0043013302	Despitama Oktaziya	46
7	121218020086160405	0041815444	Dwi Nur Aini	50
8	121218020086160406	0045608574	Ilham Firman Saputra	44
9	121218020086160407	0044219344	Ismiyati	44
10	121218020086160408	0043467302	Julia Nabila	60
11	121218020086160409	0043376989	Khairul Mustaqim	60
12	121218020086160410	0042531122	Khayil Rodilah	48
13	121218020086160411	0037172493	Milda Nahdiya	50
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15	121218020086160413	0025856395	Muhammad Eril	48
16	121218020086160414	0050338692	Muhammad Faizul Haq	50
17	121218020086160415	0040531477	Muhammad Iqbal Ramadhan	60
18	121218020086160416	0040499026	Muhammad Rizal	50
19	121218020086160417	0030121911	Muhamman Ilham	50
20	121218020086160418	0043013548	Muzacky Maftukhun N	50
21	121218020086160419	0043744001	Nabila Syahira	48
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28	121218020086160426	0040576671	Shanu Karnita	50
29	121218020086160427	0042138339	Suci Cahya Febriani	56
30	121218020086160428	0043494679	Sundari Elisa	78

Mengetahui,
Kepala Madrasah


Ahmad Sutivya S.Pd

Sidokerto, 24 Mei 2018

Guru Mata Pelajaran


Masrokha Ghufroon, S.Pd

DOCUMENTATION

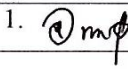
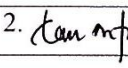

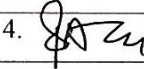
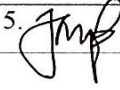
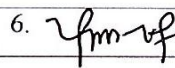


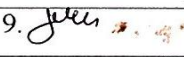
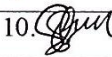



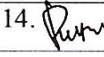
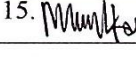
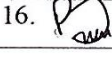
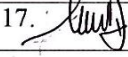
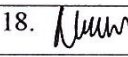

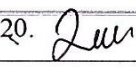
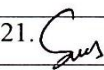

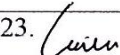


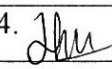



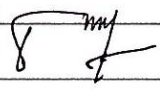
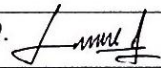



STUDENTS' ATTENDANCE LIST (Pre-Test)
MTs RAUDHOTUL JANNAH CENTRAL LAMPUNG

Class :

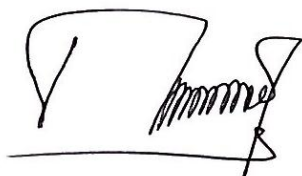
Date :

NO.	NAMA	KET
1	Abdullah Azzam Al-Faruq	1. 
2	Agnes Aprilia	2. 
3	Alfiah Ramadhani	3. 
4	Ani Nur Azizah	4. 
5	Cindy Purwati	5. 
6	Despitama Oktaziya	6. 
7	Dwi Nur Aini	7. 
8	Ilham Firman Saputra	8. 
9	Ismiyati	9. 
10	Julia Nabila	10. 
11	Khairul Mustaqim	11. 
12	Khayir Rodilah	12. 
13	Milda Nahdiya	13. 
14	Muhammad Adam M	14. 
15	Muhammad Eril	15. 
16	Muhammad Faizul Haq	16. 
17	Muhammad Iqbal Ramadhan	17. 
18	Muhammad Rizal	18. 
19	Muhamman Ilham	19. 
20	Muzacky Maftukhun N	20. 
21	Nabila Syahira	21. 
22	Nadila Firmayani	22. 
23	Nita Nur Lova	23. 

24	Nita Nuril Hidayah	24. 
25	Oriza Afifah	25. 
26	Putri Devita Sari	26. 
27	Rohma Julia	27. 
28	Shanu Karnita	28. 
29	Suci Cahya Febriani	29. 
30	Sundari Elisa	30. 

Sidokerto, Mei 2019

English Teacher



Masrokha Ghufon, S.Pd
NIP. -

Researcher

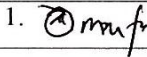
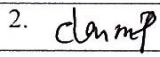

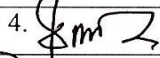
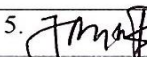
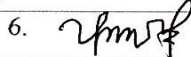

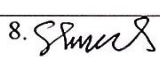


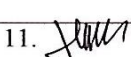


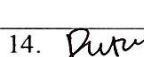
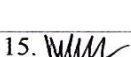
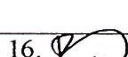

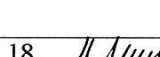
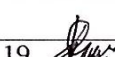


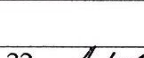
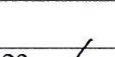





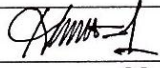
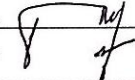
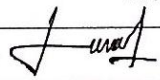

Ahmad Asrofi
NPM. 14120867

STUDENTS' ATTENDANCE LIST (Post-Test)
MTs RAUDHOTUL JANNAH CENTRAL LAMPUNG

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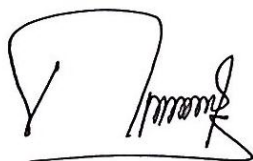
Date :

NO.	NAMA	KET
1	Abdullah Azzam Al-Faruq	1. 
2	Agnes Aprilia	2. 
3	Alfiah Ramadhani	3. 
4	Ani Nur Azizah	4. 
5	Cindy Purwati	5. 
6	Despitama Oktaziya	6. 
7	Dwi Nur Aini	7. 
8	Ilham Firman Saputra	8. 
9	Ismiyati	9. 
10	Julia Nabila	10. 
11	Khairul Mustaqim	11. 
12	Khayir Rodilah	12. 
13	Milda Nahdiya	13. 
14	Muhammad Adam M	14. 
15	Muhammad Eril	15. 
16	Muhammad Faizul Haq	16. 
17	Muhammad Iqbal Ramadhan	17. 
18	Muhammad Rizal	18. 
19	Muhamman Ilham	19. 
20	Muzacky Maftukhun N	20. 
21	Nabila Syahira	21. 
22	Nadila Firmayani	22. 
23	Nita Nur Lova	23. 

24	Nita Nuril Hidayah	24. 
25	Oriza Afifah	25. 
26	Putri Devita Sari	26. 
27	Rohma Julia	27. 
28	Shanu Karnita	28. 
29	Suci Cahya Febriani	29. 
30	Sundari Elisa	30. 

Sidokerto, Mei 2019

English Teacher



Masrokha Ghufon, S.Pd
NIP.-

Researcher



Ahmad Asrofi
NPM. 14120867

OBSERVATION SHEET								
The Result Score of Student's Pre-Test								
No	Name	Content (3x)	Organization (2x)	Vocabulary (2x)	Grammar (1,5x)	Mechanics (1,5)	Score	Category
1	AAA	2	2	1	2	2	45	Poor
2	AA	2	3	3	1	3	60	Poor
3	AR	2	2	2	2	2	50	Poor
4	ANA	3	2	2	3	1	57	Poor
5	CP	2	3	3	2	2	60	Poor
6	DO	2	2	1	2	2	45	Poor
7	DNA	2	2	2	2	2	50	Poor
8	IFS	2	3	4	2	2	65	Fair
9	I	2	2	2	2	2	50	Poor
10	JN	2	3	4	2	2	65	Fair
11	KM	2	3	2	2	2	55	Poor
12	KR	2	3	3	2	2	60	Poor
13	MN	2	2	1	2	2	45	Poor
14	MAM	2	2	2	2	2	50	Poor
15	ME	2	2	1	2	2	45	Poor
16	MFH	2	2	3	1	1	48	Poor
17	MIR	3	2	2	2	2	58	Poor
18	MR	2	3	3	2	2	60	Poor
19	MI	2	2	1	2	2	45	Poor
20	MMN	3	3	3	2	2	68	Fair
21	NS	2	2	2	2	2	50	Poor
22	NF	3	2	3	2	2	62	Poor
23	NNL	2	4	3	2	2	65	Fair
24	NNH	2	4	3	2	2	64	Poor

25	OA	2	2	2	2	2	50	Poor
26	PDS	2	3	3	2	2	60	Poor
27	RJ	2	2	3	1	1	48	Poor
28	SK	2	2	3	2	2	55	Poor
29	SCF	2	3	3	2	2	60	Poor
30	SE	4	2	3	2	2	70	Pass
Total ($\sum x$)							1665	
Maximal Score							70	
Minimal Score							45	
Average							55,5	

Sidokerto, Mei 2019

English Teacher



Masrokha Ghufon, S.Pd
NIP.-

Researcher



Ahmad Asrofi
NPM. 14120867

OBSERVATION SHEET								
The Result Score of Student's Post-Test								
No	Name	Content (3x)	Organization (2x)	Vocabulary (2x)	Grammar (1,5x)	Mechanics (1,5)	Score	Category
1	AAA	3	3	2	3	3	70	Good
2	AA	3	3	2	3	3	70	Good
3	AR	3	3	3	3	3	75	Good
4	ANA	3	2	3	4	4	78	Very Good
5	CP	3	3	3	3	3	74	Good
6	DO	3	3	2	3	3	77	Very Good
7	DNA	3	3	2	3	3	75	Good
8	IFS	3	3	2	3	3	70	Good
9	I	3	3	2	3	3	80	Very Good
10	JN	3	3	3	3	3	76	Very Good
11	KM	4	3	4	3	2	84	Very Good
12	KR	4	3	4	3	2	84	Very Good
13	MN	3	2	3	4	4	78	Very Good
14	MAM	3	3	3	3	3	75	Good
15	ME	3	3	2	3	3	70	Good
16	MFH	3	3	3	3	3	75	Good
17	MIR	3	3	4	2	2	72	Good
18	MR	3	3	2	3	3	70	Good
19	MI	3	3	3	3	3	75	Good
20	MMN	3	3	4	2	2	72	Good
21	NS	3	3	2	3	3	70	Good
22	NF	3	3	2	3	3	70	Good
23	NNL	3	3	4	2	2	72	Good
24	NNH	3	3	3	3	3	76	Very Good
25	OA	3	3	3	3	3	75	Good

26	PDS	4	3	4	3	2	83	Very Good
27	RJ	3	3	4	2	2	72	Good
28	SK	3	3	2	3	3	70	Good
29	SCF	3	3	2	3	3	70	Good
30	SE	3	4	4	3	3	85	Very Good
Total ($\sum x$)							2243	
Maximal Score							85	
Minimal Score							70	
Average							74,77	

Sidokerto, May 2019

English Teacher



Masrokha Ghufon, S.Pd
NIP.-

Researcher



Ahmad Asrofi
NPM. 14120867

**The Result of Questionnaire Items Validity of the Students' Writing Descriptive Text by Using Idea Listing
Technique at the Eighth Grade of MTs Raudhotul Jannah Central Lampung**

No	Students' Name	Item Number																				Total Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	AAA	4	5	4	3	2	4	5	4	3	4	4	5	5	4	3	4	4	3	3	4	77
2	AA	4	4	3	4	2	3	4	3	3	4	3	5	3	5	4	3	3	3	5	5	73
3	AR	3	5	3	4	3	3	3	3	4	4	4	5	5	3	4	5	5	4	5	5	80
4	ANA	3	5	4	3	2	4	5	4	3	3	3	3	3	3	3	3	4	4	4	5	71
5	CP	4	5	5	4	2	5	4	4	4	5	5	4	5	4	4	3	4	4	5	4	84
6	DO	4	4	3	4	3	3	4	3	4	3	4	3	5	5	4	5	4	5	3	5	78
7	DNA	3	5	3	4	3	3	5	4	3	3	4	3	3	5	5	3	5	4	5	4	77
8	IFS	4	5	5	3	3	5	4	3	3	3	3	5	3	4	4	4	3	4	4	3	75
9	I	4	5	3	3	2	4	3	4	4	5	3	4	4	3	3	3	3	3	4	3	70
10	JN	5	4	4	4	2	5	5	4	4	3	4	5	5	3	5	3	3	5	4	3	80
11	KM	4	4	4	4	2	5	5	3	4	5	5	4	4	5	3	4	5	4	5	5	84
12	KR	5	5	4	3	3	5	4	3	3	5	4	4	3	3	5	5	3	5	5	4	81
13	MN	4	4	4	4	2	4	5	3	3	4	4	4	3	4	4	4	3	3	3	3	72
14	MAM	3	5	3	4	2	4	5	3	4	5	5	4	3	4	5	4	4	4	4	5	80
15	ME	4	4	3	3	3	4	3	3	4	5	4	4	5	4	3	4	4	3	3	5	75
16	MFH	3	4	5	4	2	3	5	4	3	5	4	3	4	3	3	5	4	5	4	5	78
17	MIR	4	5	5	3	2	3	4	4	4	5	3	4	3	3	5	4	4	3	5	3	76
18	MR	4	5	3	3	2	4	5	3	4	3	5	3	3	4	5	4	5	4	5	3	77
19	MI	3	5	5	3	3	5	3	4	3	5	3	4	5	5	4	4	3	4	4	3	78
20	MMN	5	4	4	4	2	5	3	4	4	5	4	4	5	3	4	5	3	4	5	4	81
21	NS	4	5	4	4	2	5	4	3	4	3	3	3	3	3	3	5	3	5	4	3	73
22	NF	4	4	3	3	2	5	4	4	3	3	5	3	4	5	4	4	5	5	5	4	79

No	Students' Name	Item Number																				Total Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
23	NNL	5	4	4	3	2	5	4	4	3	3	3	3	3	3	5	3	4	4	3	5	73
24	NNH	4	4	5	3	2	4	3	3	4	4	3	3	3	4	3	3	5	5	3	5	73
25	OA	3	5	4	4	2	3	3	4	4	4	4	3	4	5	5	3	3	3	5	5	76
26	PDS	4	5	3	3	2	3	4	3	3	3	4	5	5	4	5	4	5	5	3	4	77
27	RJ	3	4	4	3	3	5	5	3	4	4	5	4	5	3	5	5	3	5	4	4	81
28	SK	3	5	3	4	3	5	4	4	4	4	3	5	3	4	4	5	5	3	5	5	81
29	SCF	5	5	4	3	2	3	4	4	3	4	4	3	5	5	3	3	3	4	5	3	75
30	SE	3	4	5	4	3	5	5	4	3	3	4	5	4	5	3	3	4	4	3	3	77
Total Score		115	137	116	105	70	124	124	106	106	119	116	117	118	118	120	117	116	121	125	122	2312

Source: The Result of Questionnaire of the Students' Extrinsic Motivation at the Seventh Grade of MTs Raudhotul Jannah Central Lampung



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

Jalan Ki. Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metro.univ.ac.id; e-mail: tarbiyah.iaim@metro.univ.ac.id

Nomor : B-0932/In.28.1/J/TL.00/03/2018
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
ABDUL AZIS, S.Pd.I MTS. RAUDHOTUL JANNAH SIDOKERTO
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : AHMAD ASROFI
NPM : 14120867
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE EFFECT OF IDEA LISTING TECHNIQUE ON STUDENTS' WRITING ABILITY OF DESCRIPTIVE TEXT AT EIGHT GRADERS OF MTS. RAUDHOTUL JANNAH SIDOKERTO ACADEMIC YEAR 2017/2018

untuk melakukan *pra-survey* di MTS. RAUDHOTUL JANNAH SIDOKERTO

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih

Wassalamu'alaikum Wr. Wb.

Metro, 16 Maret 2018

Ketua Jurusan
Pendidikan Bahasa Inggris
Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



YAYASAN PONDOK PESANTREN RAUDHOTUL JANNAH

MTs. RAUDHOTUL JANNAH SIDOKERTO

KAMPUNG SIDOKERTO KEC. BUMI RATU NUBAN LAMPUNG TENGAH

Jl. Pendawa Lima No. 5 Kampung Sidokerto Kec. Bumiratu Nuban Kabupaten Lampung Tengah

SURAT KETERANGAN

No.197/MTSRJS/V/2018

Perihal : Surat Balasan Pra-Survey

Lampiran : -

Kepada Yth

Bapak/Ibu Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negri Metro

Assalamualikum Wr. Wb.

Berdasarkan surat No. B-0932/In.28.1/J/TL.00/03/2018, perihal izin Pra-Survey di MTs. Raudhotul Jannah Sidokerto bersama ini kami sampaikan bahwa mahasiswa yang berketerangan di bawah ini :

Nama : AHMAD ASROFI

NPM : 14120867

Judul : THE EFFECT OF IDEA LISTING TECHNIQUE ON STUDENTS'
WRITING ABILITY OF DESCRIPTIVE TEXT AT EIGHTH
GRADERS OF MTS. RAUDHOTUL JANNAH SIDOKERTO
ACADEMIC YEAR 2017/2018

Telah melakukan Pra-Survey di MTs. Raudhotul Jannah Sidokerto. Demikian surat ini kami buat agar dipergunakan sebagaimana mestinya, atas perhatiannya diucapkan terima kasih.

Wassalamualaikum Wr. Wb



Sidokerto, 22 Mei 2018

Kepala Madrasah,

Abdul Azis, S.Pd.I



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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : B-1191 /In.28.1/J/PP.00.9/5/2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

03 Mei 2019

Kepada Yth:

1. Dr. Widhiya Ninsiana, M.Hum (Pembimbing I)
 2. Syahreni Siregar, M.Hum (Pembimbing II)
- Dosen Pembimbing Skripsi

Di –
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

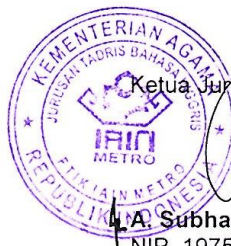
Nama : Ahmad Asrofi
NPM : 14120867
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : The Effect Of Idea Listing Technique On Students' Writing Ability Of Descriptive Text At Eighth Graders Of MTs Raudhotul Jannah Sidokerto Central Lampung

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011014



**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-1334/In.28/D.1/TL.00/05/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS RAUDAHOTUL
JANNAH LAMPUNG TENGAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1333/In.28/D.1/TL.01/05/2019,
tanggal 09 Mei 2019 atas nama saudara:

Nama : **AHMAD ASROFI**
NPM : 14120867
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS RAUDAHOTUL JANNAH LAMPUNG TENGAH, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF IDEA LISTING TECHNIQUE ON STUDENTS' WRITING ABILITY OF DESCRIPTIVE TEXT AT EIGHTH GRADERS OF MTS RAUDHOTUL JANNAH CENTRAL LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.



Metro, 09 Mei 2019
Wakil Dekan I,

[Signature]
Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



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

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

SURAT TUGAS

Nomor: B-1333/In.28/D.1/TL.01/05/2019

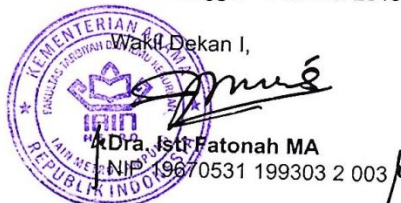
Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : AHMAD ASROFI
NPM : 14120867
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTS RAUDAHOTUL JANNAH LAMPUNG TENGAH, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF IDEA LISTING TECHNIQUE ON STUDENTS' WRITING ABILITY OF DESCRIPTIVE TEXT AT EIGHTH GRADERS OF MTS RAUDHOTUL JANNAH CENTRAL LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 09 Mei 2019





YAYASAN PONDOK PESANTREN RAUDHOTUL JANNAH
MTs. RAUDHOTUL JANNAH SIDOKERTO
KAMPUNG SIDOKERTO KEC. BUMI RATU NUBAN LAMPUNG TENGAH
Jl. Pendawa Lima No 05 Kampung Sidokerto Kec. Bumi Ratu Nuban Kab. Lampung Tengah

SURAT KETERANGAN

No. 198/MTSRJ/V/2019

Perihal : Surat Balasan Riset/ Penelitian
Lampiran : -

Kepada Yth,
Bapak/Ibu Dekan Fakultas Tarbiyah Institut Agama Islam Negri Metro
Di Tempat,

Assalamualaikum Wr. Wb.

Berdasarkan surat Nomor: B-1333/In.28/D.1/TL.01/05/2019 , perihal izin riset/ penelitian di MTs. Raudhotul Jannah Sidokerto bersama ini kami sampaikan bahwa mahasiswi yang berketerangan di bawah ini :

Nama : AHMAD ASROFI
NPM : 14120867
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
Program Studi : S1 Pendidikan Bahasa Inggris (TBI)
Judul Skripsi : "THE EFFECT OF IDEA LISTING TECHNIQUE ON STUDENTS' WRITING ABILITY OF DESCRIPTIVE TEXT AT EIGHTH GRADERS OF MTS RAUDHOTUL JANNAH CENTRAL LAMPUNG"

Telah melakukan riset/ penelitian di MTs. Raudhotul Jannah Sidokerto. Demikian surat ini kami sampaikan, agar digunakan sebagaimana mestinya, atas perhatiannya diucapkan terima kasih.

Wassalamualaikum Wr. Wb.

Sidokerto, 18 Mei 2019

Kepala Madrasah



Ahmad Sutivo, S.Pd

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Ahmad Asrof

NPM : 14120867

Fakultas : Tarbiyah

Angkatan : 2014

Telah menyerahkan buku berjudul : English Grammar for the Utterly Confused

Metro,

Ketua Jurusan TBI



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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Ahmad Asrof

NPM : 14120867

Fakultas : Tarbiyah

Angkatan : 2014

Telah menyerahkan buku berjudul : English Grammar for the Utterly Confused

Metro,

Ketua Jurusan TBI



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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-278/In.28/S/OT.01/05/2019**

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

Nama : Ahmad Asrofi
NPM : 14120867
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14120867.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 15 Mei 2019
Kepala Perpustakaan


Drs. Mokhtandi Sudin, M.Pd.
NIP. 195808311981031001





**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 : Ahmad Asrofi
NPM : 14120867

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Mon, 01 Oct 2018	✓		Revise Cover Revise Acknowledgment Revise Background of The Study Revise P. Identification Revise Problem Limitation Revise Problem Formulation Revise Object of The Study Revise Benefit of The Study Revise Independent Variable Revise Dependent Variable Revise Sampling Technique Revise Test Revise References	
	Mon, 5 Nov 2018	✓		Revise Problem Identification Revise Problem Limitation Revise Action Hypotheses Revise Independent variable Revise Dependent Variable Revise References	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

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



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Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	19 Nov 2018			Cover Acknowledment Background of the Study Problem Limitation Independent Variable	
	3 Jan 2019			Revisi Acknowledgment Background of The Study Problem Formulation Theoretical Framework and Paragraph Research Instrument References	
	4 Jan 2019			Acc to seminar	

Mengetahui
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Nama : Ahmad Asrofi
NPM : 14120867

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 06/09/18		✓	Revise chapter I - III References ?	
2	Thursday 13/09/18		✓	Show Reference (chapter II)	
3	Thursday 20/09/18		✓	Acc and Continue to the first sponsor	

Mengetahui
Ketua Jurusan TBI

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Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Ahmad Asrofi
NPM : 14120867

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis/ 2 Mei 2019			Revise Questionnaire Revisi Instrument Test (pre test)	
2	Sabtu/ 7 Mei 2019	✓		Ace RPD	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
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IAIN METRO

Nama : Ahmad Asrofi
NPM : 14120867

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis 4 Juli 2019			Revise Abstract Revise List of Tables Revise Acknowledgement Revise chapter IV Revise chapter V	
2.	5/6 2019			Acc munqash	

Mengetahui
Ketua Jurusan TBI

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Dosen Pembimbing I

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Nama : Ahmad Asrofi
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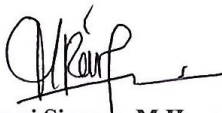
Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 20 juni 2019		✓	Kenal chapter IV & ✓	
2	Thursday 04/07/2019		✓	Acc and continue to the first sponsor	

Mengetahui
Ketua Jurusan TBI


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Dosen Pembimbing II


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CURRICULUM VITAE



The name of the writer is Ahmad Asrofi. He was born in Batangharjo, in 20th January, 1996. He is the first child of Mr. Sukisno and Mrs. Robingatun.

He enrolled her study at SDN 1 Batangharjo in 2002-2008. Soon after that, He continued to Junior High School at MTs Raudhotul Jannah Central Lampung in 2008-2011. He stood his study at MA Raudhotul Jannah Central Lampung in 2011-2014. It was long journey for her to find out his dream. After graduating from senior high school, he decided to take a lecture in English Education Department of IAIN Metro. Hopefully, he can do anything best to increase and to apply his knowledge wisely.