

ICETAR

THE 1st INTERNATIONAL CONFERENCE ON EDUCATIONAL THEORIES,
PRACTICES AND RESEARCH

TARBIYAH AND TEACHER TRAINING FACULTY, STATE ISLAMIC
UNIVERSITY SYEKH ALI HASAN AHMAD ADDARY

PADANGSIDIMPUAN ON 4TH - 5TH JULY, 2023

“Development of Post Pandemic Education to Face the Social Era 5.0”

The Effect of Listing Technique on Writing Descriptive Text

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Abstract

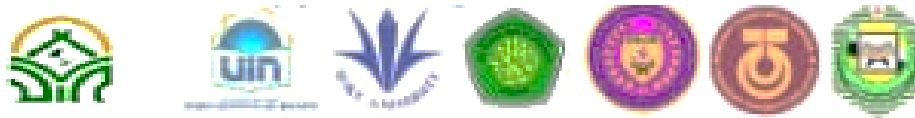
This research described about low mastery of students writing descriptive text. It was solved by choosing Listing Technique. The objective of this research was to know whether or not the use of Listing Technique can develop students' writing descriptive text. The research design employed experimental research. The population of this research was the seventh grade students of SMPN 1 Batang Angkola South Tapanuli Regency and the sample was selected by using simple random sampling. Two classes were chosen randomly as the sample. They were VII-A served as experimental class that consisted of 24 students and VII-B as control class that consisted of 24 students. It was conducting normality and homogeneity test. The researcher used one instrument, namely test. The data was analyzed by using statistical analysis in order to know the significant difference of the students' achievement both in pre-test and post-test. After analyzed the data, it showed that there were different scores obtained in pre-test and post-test. The score of t-counted (4.450) was higher than t-table (2.013) by applying 0.05 level of significance and degree of freedom (df) was 46. Therefore, the use of Listing Technique was effective on writing descriptive text at the seventh grade students of SMPN 1 Batang Angkola.

Keywords: Listing Technique; Writing Skill; Descriptive Text

INTRODUCTION

Writing is one way to communicate thoughts, opinions, and feelings in written form. It is the process of organizing thoughts into sentences and paragraphs by using grammar and organization. Writing is a task that involves using sentences and paragraphs to methodically express ideas. It can also be thought of as a task that involves developing ideas while writing.

There are numerous text kinds or genres covered in writing lessons, including narrative, recount, descriptive, report, and procedure. The basic competence of the text is



that students should use writing as a tool for learning to interact in written form. According to the curriculum for junior high school, one of the genres that students should be able to master as they study is descriptive text. One type of text that students in the seventh grade studied was descriptive text.

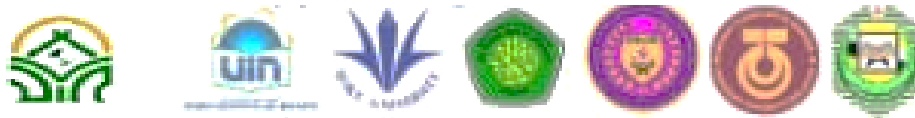
Writing descriptive text is a process of gathering thoughts, ideas, and information to create a text that describes a particular person, place, or thing. It provides information about a person, place, or thing so that the readers can imagine what is being precisely described. It conveys sensory impressions of how things feel, sound, taste, smell, and appear.

Writing descriptive text is essential to enable students to imagine and describe the subject. For instance, when students want to talk about their family, school, pet, or village, they can easily imagine and describe what it would look like. So that they can learn more in-depth details about a particular person, place, or thing, students can get more information.

The government has made some efforts to raise educational standards, including curriculum development, instructor quality enhancement, and textbook development. The school has made efforts to improve education as well, preparing the buildings and establishing some rules for maintaining discipline. Additionally, instructors have made numerous efforts to increase their students' writing proficiency. They started by making the classroom comfortable so that the students could concentrate on learning English. The students are also motivated by their teachers. According to the explanation, each of these aims to improve educational quality, as well as student ability, particularly in writing descriptive text.

In writing skill, students of SMPN 1 Batang Angkola South Tapanuli Regency have poor writing abilities. In an interview with an English teacher at SMPN 1 Batang Angkola South Tapanuli Regency the researcher discovered that some of the students had difficulty in writing descriptive text. The students' vocabulary was limited. Some students struggled to write because they have a limited vocabulary. The students are not motivated to write, because the students are more interested in math than English, in other hand they are too lazy to write. The students' interest in learning English is being lower. While, when writing the students do not know how starting the writing. They ignore the explanation from the teacher. These problems prevent students from mastering writing descriptive text to their full potential and keep them from achieving the goal of teaching writing.

Writing descriptive text well requires on several factors. The factors in writing descriptive text are motivation, classroom interaction, learning style, and method in teaching



process is suitable.(Al-Tabany, 2014) When writing descriptive text, students usually run into these problems.

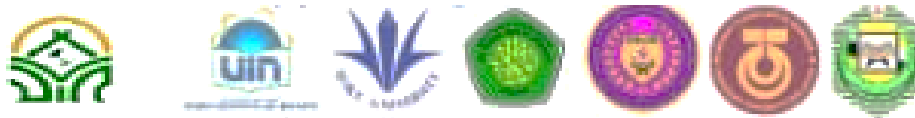
There are many techniques can be applied in teaching writing like free writing, questioning, listing, clustering, and preparing a scratch outline.(Langan, 2010) Here, Hogue argued that listing technique is very helpful for students in writing by making a list of ideas to help students generate ideas.(Hogue, 2014) The listing technique makes it simple for students to comprehend the process of writing descriptive text.

Listing technique is one of English teaching technique where in its process the students make a list of ideas on a piece of paper in some group. Each group has the responsibility to write the list based on the topic or material that has been given by the teacher. In listing technique, there is interaction of two or more students. They are involved in gathering experience, information, solve problem, as well as all students are active in giving idea in the list form. In listing technique, each student is given the chance to write the ideas. It means, listing technique can make the students more active and understand easily in writing learning.

The role of listing technique in writing is to expand students ideas, build students confidence and help students writing descriptive text in well-organized. The teacher encourages participation from the students. Using the listing technique, each student collaborates on a writing assignment with a group of other students. With this technique, students are given the chance to reflect, receive open instruction in sharing their opinions in a group, develop their self-confidence, and support their comprehension of written communication. Based on the explanation above, it is essential to do a research entitled "The Effect of Listing Technique on Writing Descriptive Text at the Seventh Grade Students of SMPN 1 Batang Angkola South Tapanuli Regency."

Descriptive text is a text that describing something. It is about sensory experience how something looks, sounds or tastes. Here (Gerot & Wignell, 1994) argued that descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sounds, so on. In all theories above, the researcher draws the conclusion that writing descriptive text is writing a text used to describe people, places, and things around it.

The purpose of writing descriptive text is where students can convey their thoughts, feelings, hopes, and other things through writing. Students write for a variety of purposes to make it easier for them to develop their ideas and need to understand for what they write. Students will become bored and unable to concentrate on their writing if they do not have

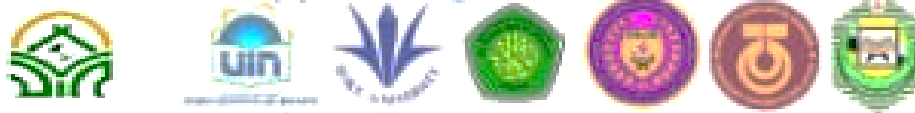


defined writing objectives. Knowing the purpose will make it easier for students to choose the best writing technique. Students also must decide on a purpose for their writing. There are various common purposes for writing. Some writing merely entertains; some writing couples entertainment with a more serious purpose. The kind of purpose writing can be entertain, inform, persuade and self-expressing.

Producing words and phrases in a written language is the process of writing. (Oshima & Hogue, 2016) argued that writing is a process, and like any process, it consists of a series of steps. Each steps of the writing process must be achieved by the students. There are several processes involved in the writing process. (Langan, 2010) ordered the process of writing has four steps; prewriting, writing the first draft, revising, and editing & proofreading. Rodrigues stated that the part of the writing activity known as prewriting, in which researchers generate and organize ideas before actually writing, is actually the most important. (Rodrigues, 2015) Langan added that there are five techniques that will help students think about and develop a topic, they are free writing, questioning, listing, clustering, and preparing a scratch outline. (Langan, 2010).

Listing technique is very helpful for students in writing by making a list of ideas to help students generate ideas. In listing activity, students just keep listing phrases until the ideas run out. Listing can be used to generate words and phrases through further thought and to explore a particular topic for students' writing. (Ferris & Hedgcock, 2005). The purpose of listing technique is to generate ideas and details by creating a list of ideas that come to mind while thinking about the topic. Ferris and Hedgcock stated that the purposes of listing technique is to help students explore topics, generate ideas, gather information, relate new knowledge to existing knowledge, and develop strategies. (Ferris & Hedgcock, 2005).

Based on the explanation, listing is useful in writing which required some lists of topic during the writing process. Listing is another easy technique you may utilize to generate ideas rapidly. Listing technique has some procedures that must be followed for making the technique easier. Langan explained the following procedures of listing technique. (Langan, 2010) Use a sheet of paper to list a series of details about the subject, Create a list of ideas and details that relate to your subject. Pile these items up, one after another, without trying to sort out major details from minor ones, or trying to put the details in any special order, or even trying to spell words correctly in five or ten minutes, By the time you finish making a list, you should be ready to plan an outline of your paragraph and



then to write your first draft. Three procedures in listing technique can organize the students' ideas into written text.

METHOD

The type of this research is quantitative research in experimental research. True experimental design is used in this research. The design of the research used pre-test and post-test control-group design. The experimental group A and the control group B are selected with random assignment. Both groups take pre-test and post-test and only the experimental group receives the treatment. Based on (Cresswell, 2009), the type of this research can be designed as follows:

A	O ₁	X	O ₂
B	O ₁		O ₂

Where:

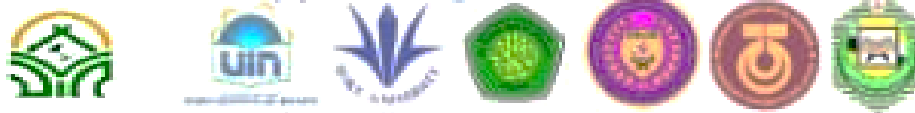
A: Symbol for experimental class

B: Symbol for control class

X: Symbol for treatment

The population of this research was seventh grade students of SMPN 1 Batang Angkola that consisted of 5 classes with 126 students. Simple random sampling was the method utilized by the researcher to collect research sample. This research used two classes as the samples. After randomized the classes, the researcher took VII A and VII B that consists of 24 students as the samples.

A test served as the research's instrument. It was a written test. In this research, there were two tests conducted. Pre-test and post-test were involved. The researcher gave a test about writing descriptive text with the topics; "My Bag" for pre-test and "My mother" for post-test. The researcher in this instance used construct validity. The test as a whole includes construct validity to evaluate the test's content. The test was validated by the expert. The researcher offers two valid essay tests, one pre-test question and one post-test question.



RESULT AND DISCUSSION

a. Score of Pre-test in Experimental Class

The researcher calculated the result that had been gotten by the students' writing descriptive text during the pre-test for the experimental class. The calculation of the students' score statistically could be seen in the following table:

Table 1
Score of Pre-test experiment

N	Valid	24
	Missing	0
Mean		56.58
Median		57.00
Mode		57 ^a
Std. Deviation		8.351
Range		32
Minimum		39
Maximum		71
Sum		1358

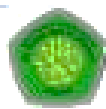
a. Multiple modes exist. The smallest value is shown

Based on the table above, the sum (total score) of the experimental class in pre-test was 1.358, the mean was 56.58, the median was 57.00, the mode was 57, the range was 32, the minimum was 39, and the maximum was 71. Then, the computed of the frequency distribution of the students' score of experiment class loads in the table below.

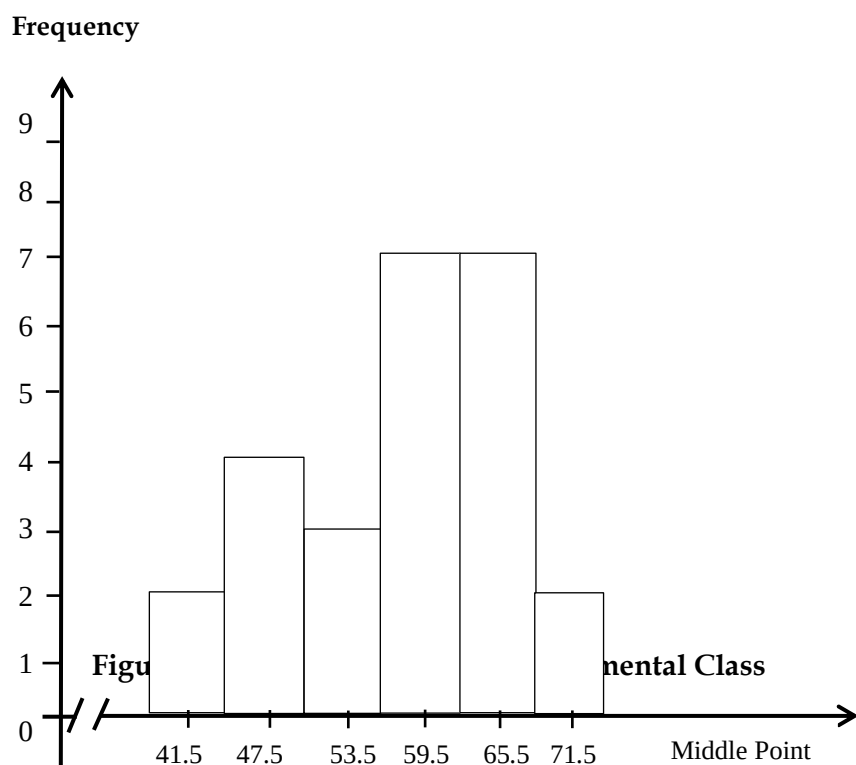
Table 2
Frequency Distribution of Students Score (pre-test) Experimental

No	Interval	Mid-Point	Frequency	Percentage
1	39-44	41.5	2	8.3%
2	45-50	47.5	4	16.7%
3	51-56	53.5	3	12.5%
4	57-62	59.5	7	29.2%
5	63-68	65.5	7	29.2%
6	69-74	71.5	1	4.2%
<i>I</i> = 6			24	100%

From the table, the students' score in class interval between 39-44 was 2 students (8.3%), class interval between 45-50 was 4 (16.7%), class interval between 51-



56 was 3 (12.5%), class interval between 57-62 was 7 (29.2%), class interval between 63-68 was 7 (29.2%), class interval between 69-74 was 1 (4.2). In order to get description of data clearly and completely, the researcher presents them in histogram on the following figure.

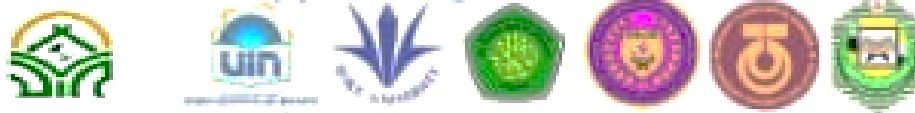


b. Score of Post-test in Experimental Class

The researcher calculated the result that had been gotten by the students' writing descriptive text during the post-test for the experimental. The calculation of the students' score statistically could be seen in the following table:

Table 3
Score of Post-test Experiment

N	Valid	24
	Missing	0
Mean		79.54
Median		82.00
Mode		82
Std. Deviation		8.688
Range		42
Minimum		50
Maximum		92
Sum		1909



Based on the table above, the total score of post-test in experimental class was 1.909, mean was 79.54, median was 82.00, mode was 82, standard deviation was 8.688, range was 42, minimum was 50 and maximum was 92. Then, the computed of the frequency distribution of the students' score of experimental class loads in the table below.

Table 4
Frequency Distribution of Students Score (post-test) Experimental

No	Interval	Mid-Point	Frequency	Percentage
1	50-56	53	1	4.2%
2	57-63	60	0	0%
3	64-70	67	0	0%
4	71-77	74	6	25.0%
5	78-84	81	9	37.4%
6	85-91	88	7	29.2%
7	92-98	95	1	4.2%
	<i>I</i> = 7		24	100%

From the table, the students' score in class interval between 50-56 was 1 students (4.2%), class interval between 57-63 was 0 (0%), class interval between 64-70 was 0 (0%), class interval between 71-77 was 6 (25.0%), class interval between 78-84 was 9 (37.4%), class interval between 85-91 was 7 (29.2%), and class interval between 92-98 was 1 (4.2%). In order to get description of data clearly and completely, the researcher presents them in histogram on the following figure.

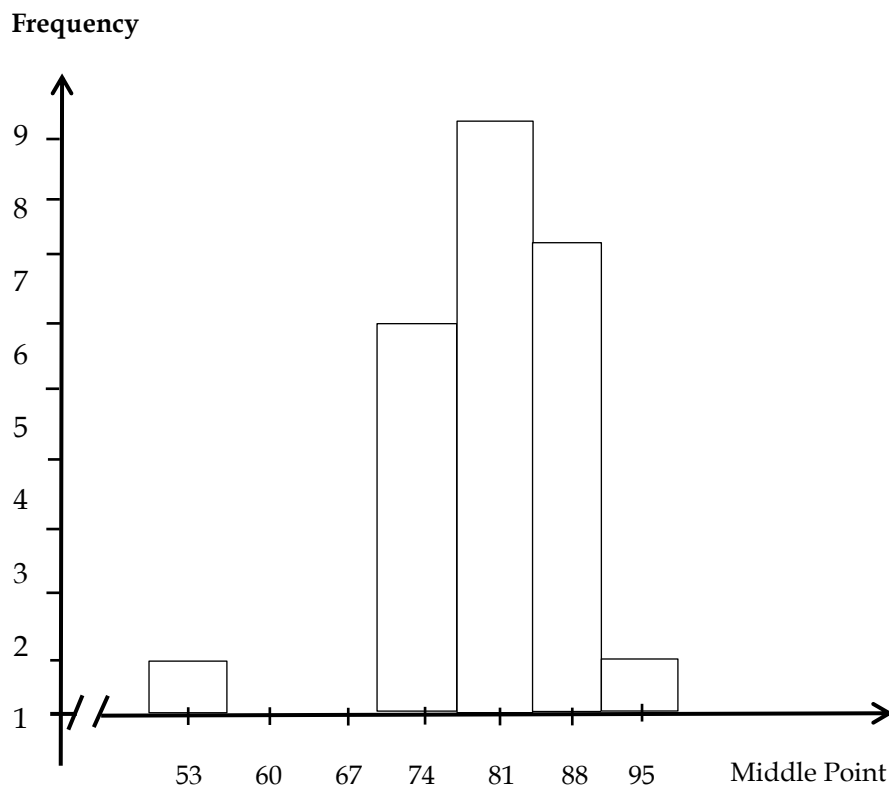
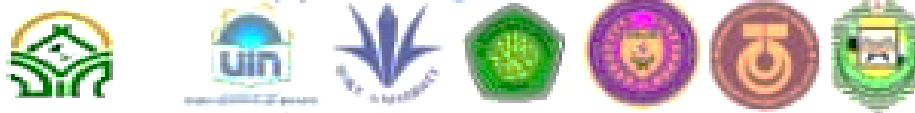


Figure 2: Post-test Histogram of Experimental Class

c. Score of Pre-test in Control Class

The researcher calculated the result that had been gotten by the students' writing descriptive text during the pre-test for the control class. The calculation of the students' score statistically could be seen in the following table:

Table 5
Score of Pre-test Control

N	Valid	24
	Missing	0
Mean		60.83
Median		60.00
Mode		60
Std. Deviation		15.288
Range		53
Minimum		32
Maximum		85
Sum		1460

Based on the table above, the sum (total score) of the control class in pre-test is 1.460, the mean is 60.83, the median is 60.00, the mode is 60, the range is 53, the minimum is 32, and the maximum is 85. Then, the computed of the frequency distribution of the students' score of control class loads in the table below.

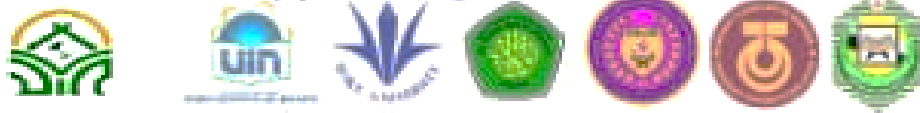


Table 6 Frequency Distribution of Students Score (post-test) Experimental

No	Interval	Mid-Point	Frequency	Percentage
1	32-40	36	2	8.3%
2	41-49	45	4	16.7%
3	50-58	54	3	12.5%
4	59-67	63	9	37.5%
5	68-76	72	1	4.2%
6	77-85	81	5	20.8%
<i>I</i> = 6			24	100%

From the table, the students' score in class interval between 32-40 was 2 students (8.3%), class interval between 41-49 was 4 (16.7%), class interval between 50-58 was 3 (12.5%), class interval between 59-67 was 9 (37.5%), class interval between 68-76 was 1 (4.2%), class interval between 77-85 was 5 (20.8). In order to get description of data clearly and completely, the researcher presents them in histogram on the following figure.

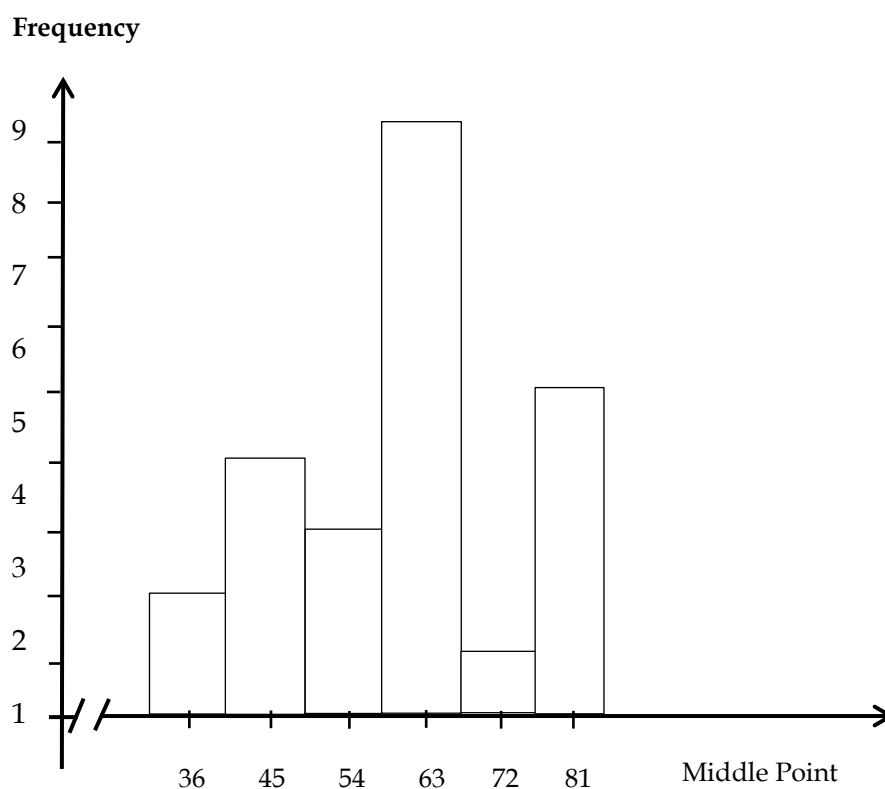
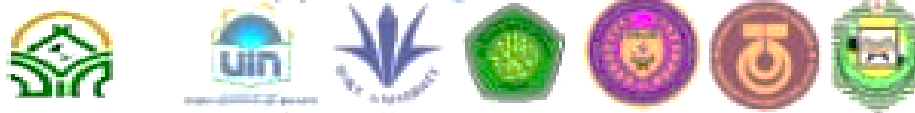


Figure 3: Pre-test Histogram of Control Class



d. Score of Post-test in Control Class

The researcher calculated the result that had been gotten by the students' writing descriptive text during the post-test for the control class. The calculation of the students' score statistically could be seen in the following table:

Table 7
Score of Post-test Control

N Valid	24
Missing	0
Mean	66.92
Median	69.00
Mode	53
Std. Deviation	10.850
Range	32
Minimum	50
Maximum	82
Sum	1606

Control class pretest total score was 1.606, mean was 66.92, median was 69.00, mode was 53, range was 32, minimum score was 50, and maximum score was 82. To increase the score obtained from the control class in a clear and complete way, the researcher presents them in a histogram that illustrate below.

Table 8
Frequency Distribution of Students Score (post-test) Control

No	Interval	Mid-Point	Frequency	Percentage
1	50-55	52.5	5	20.8%
2	56-61	58.5	5	20.8%
3	62-67	64.5	3	12.5%
4	68-73	70.5	3	12.5%
5	74-79	76.5	6	25.0%
6	80-85	82.5	2	8.3%
I = 6			24	100%

From the table, the students' score in class interval between 50-55 was 5 students (20.8%), class interval between 56-61 was 5 (20.8%), class interval between 62-67 was 3 (12.5%), class interval between 68-73 was 3 (12.5%), class interval between 74-79 was 6 (25.0%), and class interval between 80-85 was 2 (8.3%). In order to get description of data clearly and completely, the researcher presents them in histogram on the following figure.

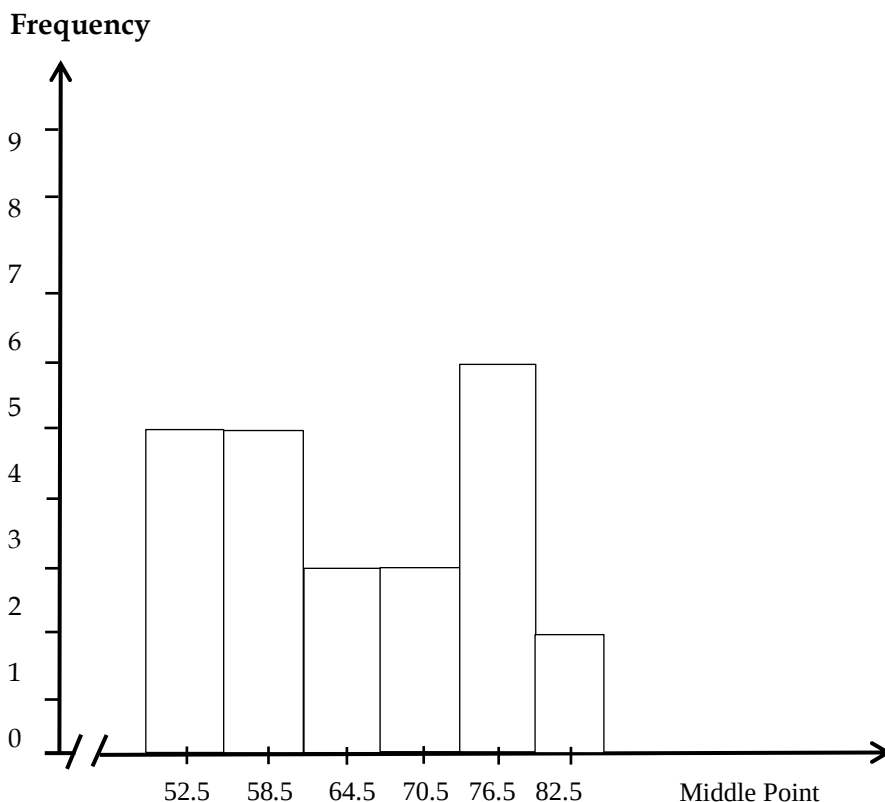
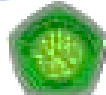
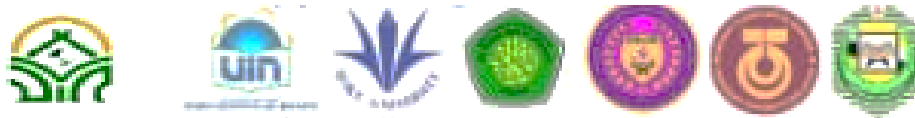


Figure 4: Post-test Histogram of Control Class

The researcher discussed the result of this research based on the result of the data analysis. The researcher got the mean score for experimental pre-test was 56.58 and post-test was 79.54. The improving was 22.96. Then, the mean score for control class in pre-test was 60.83 and post-test was 66.92. The improving was 6.09. So, based on its comparing can be concluded that the improvement of experimental class was higher than control class. The theory is proved that listing technique had the effect on students' writing descriptive text.

Based on the calculation in post-test by using Independent Sample T-test, it was found that $t_{\text{count}} > t_{\text{table}}$ or $4.450 > 2.013$. Based on the test criteria, H_a is accepted. It means that the students' writing ability in experimental class using listing technique increased. So, that is why $H_a : \mu_1 \neq \mu_2$, it can be concluded that "Listing Technique" significantly affects on writing descriptive text at the seventh grade students of SMPN 1 Batang Angkola South Tapanuli Regency.



DISCUSSION

Based on the related findings, the research by Indriani, et al. which had the objective's research is to find out whether or not there is a significant effect using guided question technique on students' writing ability in descriptive text. The result of the research showed the mean score of experimental group (31.34) was higher than mean score of control group (23.35). (Indriani et al., 2019) This showed that the guided question technique could give a significant positive effect to the students' writing ability in descriptive text.

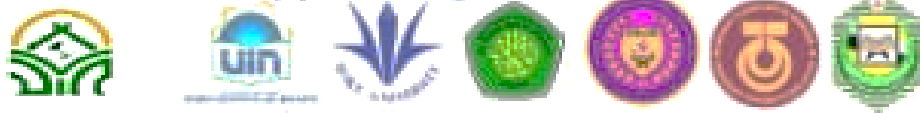
Next, the research that had done by Rahmawati indicated that there is a significant effect on students' writing ability after using brainwriting 6-3-5 technique. The research is quantitative where did by quasi-experimental design. It can be seen from the result of the analysis where the researcher had computed the score of $t > t$ ($-3.995 > 2.120$) and the result of paired sample T-test is 2-tailed < 0.05 ($0,000 < 0.05$). (Rahmawati, 2021) It means, there was significant effect using Brainwriting 6-3-5 on students writing skill.

The last is the research by Dewi and Ayunisa proved that clustering technique used to improve student's ability in writing especially writing descriptive text. Where the result of the analysis showed that t_{count} (5.215) was higher than t_{table} (1.701) with the level of significant $\alpha = 0.05$. (Dewi & Ayunisa, 2020) It means that there was a significant effect of using clustering technique on students' achievement in writing descriptive text.

CONCLUSION

A conclusion that can be derived from the research's findings and discussion is that the listing technique was useful for encouraging students to write descriptive texts. In terms of enhancing vocabulary, boosting creativity, arranging sentences, and organizing ideas, listing technique could aid students in developing their writing descriptive text. As a result, the listing technique would appear to be especially well adapted to assist students in organizing their writing because it motivates them to seek out and establish a deeper degree of comprehension of the writing topics.

However, one drawback of the listing technique was discovered in the study, namely that the students spent a long time to finish their writing since they concentrated more on listing their ideas than on the writing's structure. Nevertheless, this shortcoming can be overcome if the teachers provide students with specific directions and a time limit for creating lists.



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