

**THE USE OF LISTING TECHNIQUE ON STUDENTS' ABILITY TO
WRITE NARRATIVE TEXT**

A PAPER

Submitted to the English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University as a partial fulfillment of the requirements for *Sarjana Pendidikan* Examination.

ASTI AGUSTIANI

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FACULTY OF TEACHER TRAINING AND EDUCATIONAL SCIENCES
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DECLARATION

I hereby declare that the paper entitled "The Use of Listing Technique on Students' Ability to Write Narrative Text" is completely my work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the text. Should there be any claim on the originality or ownership of this paper, I would be prepared to take any legal responsibility.

Bogor, June 2021



Asti Agustiani

PREFACE

Bismillahirrahmanirrahim,

Alhamdulillahirobbil'alamiin, all praises are dedicated to Allah SWT who has given mercies and blessing to writer. Therefore, the paper entitled “The Use of Listing Technique on Students’ Ability to Write Narrative Text” is able to be complete.

This paper is submitted to fulfill one of the requirements of *Sarjana Pendidikan* Examination at English Education study program, Faculty of Teachers Training and Educational Sciences, Pakuan University.

The researcher realizes that this paper is still far from perfect both in writing and content. Therefore, she welcomes all suggestions, constructive criticisms, and corrections to make it better. Finally, it is hoped that this paper will be useful for those who read it.

ACKNOWLEDGEMENT

All praises and gratitude are dedicated to The Almighty of God, Allah, the Lord of the world. Peace and blessing of Allah to His last messenger to humanity, Muhammad SAW to the Universe.

First, a gratitude and appreciation are presented to Dra. Atti Herawati, M. Pd., as the first supervisor and also Dr. Iyan Irdiyansyah, M. Pd., as the second supervisor, for their guidance, advise, suggestions, corrections, and motivation in the process of writing. Without their assistance and dedicated, this paper would have never been accomplished.

In addition, thanks and great appreciation are dedicated to Dr. Entis Sutisna, M. Pd. as the Dean of Faculty of Teacher Training and Educational Science, Pakuan University, Istiqlaliah Nurul Hidayati, M. Pd., as the head of English Education Study Program, Abdul Rosyid, M. Pd. as the secretary of English Education Study Program and the Academic Counsellor of class B/2015, and all lecturers of English Education Study Program for the knowledge and valuable lesson. Then, thanks are also given to the administration staff and library staff of FKIP, Pakuan University. In addition, special gratitude also is delivered to all students 8 A and the teachers in SMP Tamansiswa Bogor.

The greatest gratitude is given to her beloved family, especially her parents, Holil and Suryani who never stop send their prayer, support, advice, and financial support. The researcher would also like to extend her gratitude to her husband, Muhamad Ardiansyah, for his unwavering support. Special thanks go to her sister, Enur Siti Rohimah, S.E., and her husband, as well as her younger brother,

Abdul Rachman Fauzi, for their constant support and assistance. Also, to Vatia's family who always help her in every situation.

Last but not least, she would like to express her great appreciation to Sambalado, there are Vatia Fitriani, S. Pd., Indri Lestari, S. Pd., Siti Yuherna, S. Pd., Dea Anugrah, S. Pd., and Intan Nur Amalia who always be there for her, gives her motivation, supports, and listens to her story in every situation. After that to Ilham Widinigtyas Mega Putri and Silvatu Nikmatul Karomah, S. Pd. who always help and give support to each other. The researcher also gives thank to Shintia Indreswari, S. Pd., Farida Ulfa, S. Pd., Nurul Fachriah, Al Iklas Des An, S. Pd., Fahri Husaini, and Ahmad Nurfalah, S. Pd. who always give her support since at Hima D'Basis. And the last, to her classmate in class B/2015 who cannot be mentioned one by one and all her friends of Teacher Training and Educational Science, Pakuan University. This paper would not have been possible without them.

ABSTRACT

Writing is one of the ways of expressing opinions and ideas into a text. Good writing will not make the reader misunderstand about the content. However, the students often feel confuse in figuring out and delivering ideas into words. Therefore, they need a technique which can help them organizing ideas in writing. One of the techniques in teaching writing is listing technique. The aim of the research is to investigate the use of listing technique on student's ability to write narrative text which is focusing on the content, organization, vocabularies, grammar and mechanic, while narrative text focuses on the generic structures such as orientation, complication, resolution, and coda. The population of this research was the eighth grade of SMP Tamansiswa Bogor. The total number of samples was 22 students of 8A class. In this research, random sampling was used to find the sample by using lottery system. In addition, in conducting this research, pre-experimental method and one group pre-test were applied in this research. The first step of the research is students were given pre-test to measure their writing ability. After that, they were given a treatment which was a listing technique to improve their writing ability. At the end of the research, the post-test was given. Writing test was given to measure students' writing ability. The data were analysed using t-test formula. The value of t-test is 5.6. Meanwhile, the degree of freedom (*df*) is 2.08 at significant level 0.05. It can be concluded that the alternative hypothesis (*H_a*) is accepted. In conclusion, the students can increase their writing ability by using listing technique. By applying this technique, it is easier for students easier to generate and develop the ideas quickly.

Key words: Technique, Writing, Writing Ability, Listing

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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is an effective way to convey opinions and ideas through text. It allows readers to gain insight into the writer's thoughts, ideas, and emotions. Good writing will not make the reader misunderstand about the content. Based on the content, there are a few kinds of writing, for example narrative text. This kind of text is learned in junior and senior high school, according to the syllabus.

Based on the pre-observation that was done on January 19th, 2021 in SMP Tamansiswa Bogor, the students frequently encounter difficulties in writing narrative text. The first challenge they face is using appropriate grammar, primarily because they lack a thorough understanding of grammatical rules. Secondly, they struggle with selecting suitable vocabulary, which hampers their ability to develop ideas and express themselves effectively. Moreover, they feel worried to make mistakes, especially in producing grammatical errors. Figuring out and delivering ideas into words is difficult for them, so that teacher needs a method and technique that will help them improve their writing skill.

There are some methods and techniques used in teaching writing, one of them is listing technique. This technique helps the students organize their ideas before they begin writing. According to Baroudy (2008), "learning writing through listing techniques is helpful." By using this technique, it makes students easier to write a narrative text. It reveals that using this technique is able to improve the writing aspects that include content, vocabulary, and grammar. The

researcher believes that listing technique is an appropriate technique to help students able to write narrative text, it is proved by a research by Dermawan (2014). Thus, the researcher will analyze the use of the listing technique on students' ability to write narrative text.

B. Reason for Choosing the Topic

Writing is the most difficult skill in learning a foreign language`. There are many problems that students face when writing English text. First, they lack of vocabulary which affects their ability to represent their ideas into written form. Second, since they do not make a framework, they find it difficult to organize their ideas. As a result, their writing often does not meet the desired standards.

The researcher believes that listing technique is an appropriate technique to face students' difficulties to write narrative text. Baroudy (2008) states that listing technique is very useful for students. This technique makes students easier to put and combine the words into sentences or paragraphs. By using the technique, writing aspects such as content, vocabulary, and grammar can be improved.

The researcher found out that listing technique can be used to solve the problems. Listing technique helps writers to discover what is on their minds and what they know about a topic. This technique is believed to be an appropriate technique to teach writing narrative text. Thus, the researcher intends to conduct research about the use of listing technique on students' ability to write narrative text.

C. Statement of the Problem

The statement of the problem is “Does listing technique affect the students’ writing ability?”

D. Hypothesis

Alternative hypothesis (*Ha*) is used in this research: “There is an effect of using listing technique on students’ ability to write narrative text.”

E. Aim of the Research

The aim of the research is to investigate the use of listing technique on student’s ability to write narrative text which is focusing on the content, organization, vocabularies, grammar and mechanic, while narrative text focuses on the generic structures such as orientation, complication, resolution, and coda.

F. Limitation of the Study

Limitation focuses on investigating the use of listing technique on students’ ability to write narrative text. There are five elements in writing skills which are limited including content, organization, vocabularies, grammar and mechanic. Moreover, narrative text limits on generic structure such as orientation, complication, resolution, and coda.

G. Operational Definition

1. Listing technique is a way to arrange ideas in writing by putting the words and combine them into sentences and paragraphs in order to facilitate the students develops their ideas.

2. Narrative text is one of the texts that can entertain the reader or the listener. A narrative text has a structured organization that includes orientation, complication, and resolution.

H. Research Significance

It is expected that the research result gives some benefits that can be achieved by teachers and students. For teachers, the researcher hopes this technique gives an insight for teachers in teaching writing, especially to help them in teaching narrative text. For the students, the use of listing technique can help them get more ideas and increase their knowledge for writing a narrative text.

CHAPTER II

THEORETICAL FOUNDATION

A. Writing

1. Definition of Writing

Writing is one of the ways of expressing opinions and ideas into a text. Students need to know how to express and deliver ideas in writing form because it is one of the productive skills. To make a good writing is not an easy work, because the writer will face difficulties in developing ideas. Mayers (2005:1) states that writing is one of the ways to produce language into words. When the writer think more deeply, their mind will be changed spontaneously to write something. Writing is also as bridge of the mind to produce a statement which relates to the subject and people that will be discussing it with. The goal of writing is to achieve in that discussion. However, writing takes more time than other skill.

Based on the Brown (2007:391) state that written products are often the result of thinking, drafting, and revising products. It means that writing is a process of collecting ideas, composing sentences into a paragraph and revising. Hyland (2003:9) state that students use writing to share their personal learning like their feeling or ideas as a topic. It means that writing is one of the ways for students to transfer their thoughts and feeling. In addition, Harmer (2003:326) said that writing process is complex that make writing becomes a difficult skill.

It can be concluded that writing is a piece of notes about student's opinion, ideas, and feelings. It is also the ability to convey information through words and symbols into a text.

2. The Purpose of Writing

According to Nunan (2003:88) as cited in Faisal and Swandita (2013:240) writing purpose is both to express and impress. It means that students think how to express ideas into some words and to arrange them into statements and paragraphs to be understood by the readers.

Dietsch (2006:7) states that writing has four general purposes, they are:

a. To inform

It means that the writer gives the information to the reader.

b. To persuade

In the content of writing, the writer purpose is to persuade the reader.

c. To express

It means that the writer expresses feelings, ideas, opinion, and information about anything in the writer's mind.

d. To entertain

It means that by reading the writing product, the writer can make the reader happy or sad. It depends on the types of the writing form.

Based on the explanation, students have some reasons to write. If the students do not have clear purposes of writing, they cannot focus on their writing. In addition, they cannot produce a good writing.

3. The Process of Writing

Every skill has their own process. To make a good paragraph, students have to know the process of writing to achieve the aim of writing skill. As stated by Dietsch (2006:11), there are four steps of the writing process namely prewriting, drafting, revision, editing/proofreading.

a. Prewriting

In the first step of writing, the students have to collect some information for writing based on their need. The purpose of prewriting is to capture and preserve ideas.

b. Drafting

While drafting, the students transform their ideas into sentences. The purpose of drafting is to develop, expand, and form connections ideas.

c. Revision

In this step, students have to rethink, filter, and develop ideas. Through this step, the students reform ideas (expanding, deleting, and clarifying).

d. Editing/Proofreading

In this final process the students need to recheck their ideas, details and words.

Harmer (2003:326) also mentions that there are various stages of writing: drafting, reviewing, re-drafting and writing which are done in a recursive that it is required the writers to demonstrate control of several

variables at once, at sentence, vocabulary, pronunciation, spelling, and letter formation.

Writing is a skill that needs a process in expressing an idea or opinion on a piece of paper. Therefore, the process is the most important thing in writing. To produce a good writing, students need to follow the process such as preparing and determining the subject, then making drafts and finishing. So that they will produce a good writing.

4. The Components of Writing

In teaching writing, there are components that should be measured to know the students' ability. The effectiveness of a learning process of writing skill can be measured through an evaluation activity by using some components of writing. According to Brown (2004: 244), the categories for components writing are:

a. Content

Content includes thesis statement, related ideas, development of ideas, and development of ideas through personal experience, illustration, facts, and opinions.

b. Organization

Organization in the writing refers to the way in which elements of a text are arranged properly, such as appropriate title, the introduction of the paragraph, topic is stated, leads to the body, appropriate supporting evidence, and conclusion. In this case, students should understand about the organization of narrative text.

c. Grammar

Grammar is the rules in a language for changing the form of words and joining them into sentences. The students have to pay attention to the English grammar such as correct use of relative clauses, prepositions, modals, articles, verb forms, and tenses.

d. Vocabulary

Vocabulary includes the choice of words. A good vocabulary can help us say what we mean clearly. The students need to be able to use the correct vocabulary usage, use of parallel structure, concise, and register good.

e. Mechanics

Mechanics include spelling, punctuation, citation or references (if applicable), neatness and appearance.

Moreover, the teachers need to consider appropriate techniques in order to stimulate the students to explore their ideas. In addition, it can help them in their writing process and make the students understand the learning materials given. One of the techniques is listing technique. Based on the explanations on the statement above, the researcher focused to choose the components of writing are content, organization, grammar, vocabulary, and mechanic in conducting the research to improve the students' ability in writing narrative text.

B. Listing Technique

1. Definition of Listing Technique

Listing is one of the techniques in writing. Listing technique can be defined as one of prewriting technique which helps students in developing ideas before writing. Miftah (2012:16) said that ILT is one of writing process in prewriting stage. ILT refers to the way of generating ideas, information or knowledge into a long list concept. It is important because it will make the writer easy to explore ideas.

As mention by Oshima and Hogue (2007:16), listing is a prewriting technique in which the writers write the topic on the paper. Then, quickly make a list of the words or phrases that come into their mind. According to Barnet and Stubbs (2000) as cited in Fatimah and Fadhila (2020), listing is the process of write down the idea into a paper to bulid the ideas. The process is figure out like as a shopping list. The writer will list the points to develop ideas. From that, it becomes an appropriate way to make a decision. In addition, in this technique the writers get ideas to explain the topic in their mind.

In other words, Baroudy (2008:9) said that there are many techniques in prewriting. One of them is listing technique. It is very helpful for students in writing activity, because it can help them to generate ideas as in a short time, and the goal is to find a specific focus for the topic given. Listing technique is very useful for students because there are many advantages that they can get from this

technique. It can make them easier to generate and develop the ideas quickly, and so many others. Listing can avoid the students' stress in writing. On the other hand, Oshima and Hogue (1999:4) say that listing is a brainstorming technique. The purpose is to produce ideas as many as possible in a short time and the goal is to find the specific focus of the topic. In addition, this technique can help students in creating and elaborating their writing.

It can be concluded that listing techniques is one of the techniques in prewriting strategies. The listing technique means that the first thinking to generate ideas that will be focused. It will help the students to make a list of ideas into wide or free. Then, the students will choose the main part of the ideas that can be used to write based on the topic chosen.

2. The Procedure of Listing Technique

As explained by Fata et al (2015:222), when students deliver ideas in writing, they need to put listing technique in the first step of writing process. Listing technique can explore the imagination and guide the direction of writing. Students also have to be confident in making a list. Students need to feel free to write a list based on their thought, experiences, dreams or feel. Then, see how a list works. Fata et al (2015:222) says listing technique has the steps that need to be followed.

- a. The students need to choose a topic to develop.
- b. The students should visualize and think about the topic they have chosen.

- c. The students put the ideas they already have into the list.
- d. The students recheck the list and they can rearrange, edit, and remove if they want to. This scenario will allow them to set the ideas into correct form of narrative text.
- e. After the list has edited, the students need to check the ideas so that they are grammatically correct.
- f. Lastly, the students can put the sentences into a good paragraph.

Based on the explanation, the steps in listing technique will help students to arrange their ideas into a text. These steps will be guided to write based on the listing steps. So that, to finish their writing the students have to use the steps orderly.

C. Narrative Text

1. Definition of Narrative Text

In writing, there are many kinds of text to write. One of them is narrative text. Narrative text is one type of genre which is learned by Junior High School students. Based on Kane (2000:366), narrative text as a meaningful series and events written in words. It can be imaginary story or based on a real incident. Moreover, the story of animals (fable), the story of citizen (folktale), and legend can be found in narrative text. In other words, narrative text is a text contains of story, series even, imaginative which have message or moral value and also the aim is to make the reader enjoy the story.

According to Pardyono (2007:94) as cited in Purba (2018:29) narrative text is a kind of text that tells the activities or events in the past, that

show problematic experience and resolution means to amuse, oftentimes meant to give moral lesson to the readers. It means that narrative text has a function to entertain the reader that performing stories of event, resolution and moral value.

As mention by Rebecca (2003:1), narrative text is a text which relates a series of logical, and chronologically related events that are caused or experienced by factors. In addition, Djatmika and Wulandari (2013:3) define a narrative text as a type of text which can amuse the reader or the listener and also has a moral value inside the story. From those statements, it can be concluded that narrative text is a text of experience timeline stories which has moral value inside the story.

From those statements, it can be concluded that narrative text is a kind of text to retell the past event and also give moral value to the reader or listener. Narrative text also relates to a series of logical, and chronologically events that are caused or experienced by factors. It can be imaginary story or based on a real incident which can amuse the reader.

2. Generic Structure of Narrative Text

To write a narrative text, students need to know the generic structure of the text. Its purpose is to be as guided when they write narrative text. Goatly (2000:31) said that the generic structure of narrative text is:

a. Orientation

The orientation gives information about the time, place, persons and situation or activity type. Typically, this section will include

adverbial of time, place and characters.

b. Complication Action

The complication action is the essential element in a narrative. In fact, all of narrative needs two or more clauses describing a pair of linked events or actions, ordered chronologically. In this section, a crisis arises.

c. Resolution

The resolution is provided by the last of the narrative clauses which began with the complication action, bringing the sequence of actions and events to the end. In this section, the crises is resolved, for better or worse.

d. Reorientation/Coda

The coda is the means by which the narrative is completed and the listener is brought out of the past back into the present time.

e. Evaluation

The evaluation may occur at any point in the narrative. It is a stepping back that evaluates the plight.

3. Language Features of Narrative Text

According to Siahaan, Sanggam and Shinoda (2008:74) as cited by Purba (2017), there are some typical linguistic features common to narrative; they are:

a. Focus on specific and usually individualized participants.

Example: The Smart Monkey and The Dull Crocodile, The Mouse Deer and The Tiger

- b. Use of material process.

Example: The bomb exploded

- c. Use of verbal processes.

Example: Said, Told, and Promised

- d. Use of relation processes and mental processes.

Example: Tigress was unhappy, everything was so weird.

- e. Use of temporal conjunction and temporal circumstances.

Example: A few years ago, Sometimes, Once upon a time

- f. Use of past tense.

Example: Was, Wanted

It shows that, language features of narrative are specific and individualized participants, material process to shows what happens and what someone does or what is done, relational process to identify something or to assign a quality of something, mental process as a process of sensing, temporal conjunction and temporal circumstances that describe time and place, also past tense.

D. Related Research

To support this research, the writer uses some related previous research. The first related research is done by Alika, Usman and Hastini (2015), entitled “Developing Writing Skill of the Eight Grade Students through Listing Technique”. Quasi-experimental design was applied in this research. The result of the study showed that there were different scores obtained in the pre-test and post-test. The population of this research was the eighth-grade students of SMP

Negeri 3 Palu and the sample consisted of fifteen classes: VIIIA until VIIIN. The sample was selected by using purposive sampling technique. In collecting the data; the writer used writing test. The data were analyzed by using a statistical analysis in order to know the significant difference of the students' achievement both in pre-test and post- test. The score showed t-counted (8.12) was greater than the t-table (1.99) by applying 0.05 level of significance and the degree of freedom (df) was 84. Based on their analysis, the use of listing technique was effective to the students' during writing skill of the eighth-grade students at SMP Negeri 3 Palu.

The second researchers who conducted similar research are Fata, Kasim, Farjrina, and Darmawan (2015) entitled "A Study on Teacher's Experiment and Students' Development with Listing Technique (LT) in Writing EFL Class". Quantitative design was applied in this research. There were 23 students as the sample in which chosen randomly. The instruments were test. Writing test was used in pre-test and post-test. The result of the test showed that there was significant difference of the students' writing skill between pre-test and post-test after teaching by using listing technique. The writer used t-score formula. Based on data analysis t-score was 12.5, meanwhile t-table was 2.074. Also, listing technique could improve students' ability of writing aspects. Therefore, the writer concluded that teaching writing descriptive text by using listing technique gave good effect for students' writing skill and the ability in aspects of writing: content, vocabulary and grammar.

The third researcher who conducted another research is Yuliana (2017), entitled “Teaching Writing by Using Story Mapping Technique”. The main objective was to improve the students’ writing achievement. Quasi-Experimental design was used in this research. The population was the eleventh grader of SMA Muhammadiyah Pagaram with the total number 254 students and the sample were 64 students which consisted of two classes taken by purposive sampling technique. The data were collected by using written test. The data were analyzed by using independent sample and paired sample t-test. The result showed that the students who were taught by using story mapping technique gained better improvement with the value of t- obtained was higher than critical t-table, in which $3.73 > 2.38$ with the significant value 0.01 value in their writing achievement. It means that the alternative hypotheses (H_a) was accepted and the Null Hypotheses (H_o) was rejected. In short, the using of story mapping technique could improve students writing achievement.

The last researcher is Yanti (2009) entitled “Improving Students Writing Skills of Narrative Text through Brainstorming Technique by the Second Year Students of State Islamic University Suska Riau” At the second year students of State Islamic University Suska Riau, the researcher found that students had low ability in writing narrative text. It was identified that there were several factors that caused students had low ability. From the students themselves, they did not know how to start their writing because they did not apply certain technique. Then, they also get it difficult to express their ideas in written form. Furthermore, they got lack of vocabulary, lack understanding of grammatical devices,

organization and mechanism in writing. To improve the students' ability in writing Narrative text, the researcher conducted classroom action research by using Brainstorming Technique. The purpose of this research is to find out whether Brainstorming Technique could better improve students' writing ability and to find out factors that influence it. In collecting the data, the researcher used essay tests, observation checklist, field notes, and interview. This classroom action research consisted of three cycles constituting meeting. Based on the finding, the implementation of Brainstorming Technique could better improve students' skill in writing Narrative text at the second-year students of State Islamic University Suska Riau. The improvement was shown by the increasing of the percentage of students writing tests from cycle 1 to cycle 2, and from cycle 2 to cycle 3. The factors influenced the students' ability in writing Narrative text were the indicators of Brainstorming Technique itself. Finally, the action research by the implementation of Brainstorming Technique could improve the students' ability of writing narrative text by the second-year students of English Department of State Islamic University SUSKA Riau.

CHAPTER III

RESEARCH METHODOLOGY

A. Method and Design

In conducting this research, quantitative approach and pre- experimental method were applied in this research. One-group pretest-posttest was used as the design in this method. The design of this research was taken from Creswell (2013) as follows:

$$O_1 \times O_2$$

O_1 : Pre-test (written test)

X : Treatment (using listing technique)

O_2 : Post-test (written test)

The first step of the research is students were given pre-test to measure their writing ability. After that, they were given a treatment which was a listing technique to improve their writing ability. At the end of the research, the post-test was given. The data was tested by Lilliefors formula to know whether the data were normal or no. Finally, T-test was calculated.

B. Population and Sample

The research was conducted at SMP Tamansiswa Bogor which is located at Jl. Merdeka No. 172, RT.01/RW.05, Ciwaringin, Bogor. There were 8A, 8B, and 8C. In this research, random sampling was used to find the sample. In addition, lottery system was applied to choose the class by picking up the rolled

paper randomly which had written a name of each class. It reveals that the sample data of this research was class 8 A with 22 students.

C. Research Instrument

Research instrument is a tool that was used as a measurement to obtain the data. In this research, writing test was used as the instrument which was given in the pre-test and post-test. The pre-test was used to measure the student's ability before the treatment and the post-test applies to determine the student's ability to write narrative text. The topic chosen in this research was fable.

The writing test was focused on organization and vocabularies. To assess the students' writing text, the researcher used analytical scale for writing for composition task from Yunianto (2014) as follows:

Table 3.1

Analytical Scale for Writing for Composition Task

| Aspect of Writing | Range | Score | Criterion | Score |
|-------------------|-------|-----------|--|-------|
| Content | 5 | Excellent | Main Ideas stated clearly and accurately, change opinion very clear. | |
| | 4 | Good | Main Ideas stated fairly clearly and accurately, change opinion relatively clear. | |
| | 3 | Average | Main Ideas somewhat unclear or inaccurate, change opinion statement somewhat weak. | |
| | 2 | Poor | Main Ideas not clear or accurate, change opinion statement weak. | |

| | | | | |
|--------------|---|-----------|---|--|
| | 1 | Very Poor | Main Ideas not at all clear or accurate, change opinion statement very weak. | |
| Organization | 5 | Excellent | Well-organized and perfectly coherent. | |
| | 4 | Good | Fairly well-organized and generally coherent. | |
| | 3 | Average | Loosely organized but main ideas clear, logical but incomplete sequencing. | |
| | 2 | Poor | Ideas disconnected, lacks logical sequencing. | |
| | 1 | Very Poor | No organization, incoherent. | |
| Vocabularies | 5 | Excellent | Very effective choice of words and use of idioms and words forms. | |
| | 4 | Good | Effective choice of words and use of idioms and words forms. | |
| | 3 | Average | Adequate choice of words but some misuse of vocabulary, idioms, and word forms. | |
| | 2 | Poor | Limited range, confused use of words, idioms, and word forms | |
| | 1 | Very Poor | Very limited range, very poor knowledge of words, idioms, and word forms. | |
| Grammar | 5 | Excellent | No errors. Full control of complex structure. | |
| | 4 | Good | Almost no errors, good control of structure. | |
| | 3 | Average | Some errors, fail control of structure. | |

| | | | | |
|-----------|---|-----------|---|--|
| | 2 | Poor | Many errors, poor control of structure. | |
| | 1 | Very Poor | Dominated by errors, no control of structure. | |
| Mechanics | 5 | Excellent | Mastery of spelling and punctuation. | |
| | 4 | Good | Few errors in spelling and punctuation. | |
| | 3 | Average | Fair number of spelling and punctuation errors. | |
| | 2 | Poor | Frequent errors in spelling and punctuation. | |
| | 1 | Very Poor | No control over spelling and punctuation. | |
| Total | | | | |

D. Data Collection Technique

In the first meeting, students were given pre-test. The students were given pre-test to measure their ability to write narrative text. In addition, the students were asked to write a narrative text about fable with 150 words.

In the second meeting, the students were given the first treatment. They were showed the video related to the materials. Moreover, they discussed about narrative text and listing technique by using *WhatsApp Group*. In the third meeting, the students were given the second treatment. The students were asked to make a draft of narrative text by applying listing technique. In the fourth meeting, the students were given the last treatment. They were asked to make a narrative text based on the draft they had made in the previous meeting.

In the last meeting, the students were given post-test. It was done to measure and compare between pre-test and post-test. After having pre-test and

post-test, the score was analyzed by using t-test formula to find the effective of the treatment.

E. Data Analysis

T-test formula was used to analyze the data and to compare the pre- test and post-test scores. t-test was also used to measure the effect of the treatment on students' writing ability. t-test formula was taken from Supardi (2013:325) and the processes are:

1. Calculating the Mean

The first step was calculating the mean. It was done to calculate the average of students' scores from the pre-test and the post-test. The formula was the total difference between variable X and Y ($\sum d$) was divided by the total number of students (n). To find the total difference between variable X and Y, students' post-test score was subtracted by the result of pre-test. Finding the mean was needed to calculate the deviation of difference. The formula to calculate the mean is:

$$Md = \frac{\sum d}{n}$$

Md = The Mean difference

$\sum d$ = Total difference between Variable X and Y

n = Number of students

2. Calculating Deviation of Difference

The second step was calculating the deviation of difference. It was used to determine the dispersion of data point. It was found by subtracting the difference with the mean. The formula to calculate the deviation of

difference is:

$$X_d = d - M_d$$

X_d = The deviation of the difference

d = The difference

M_d = The mean difference

3. Calculating t-test

After finding the result of calculating mean and deviation of difference, it was continued to calculate the t-test. T-test was one of the statistical tests to test hypothesis. Calculating t-test intended a statistical procedure used to determine whether there was any effect between the means of pre-test and post-test scores. To calculate the t-test, the mean was divided by the square root of the quadrate of deviation of gain score which was divided by the total of the sample. Multiply in bracket total of the score minus one. The formula of t- test was taken from Supardi (2013:325).

$$t = \frac{\bar{d}}{\sqrt{\frac{\sum x_d^2}{n - 1}}}$$

t = t-test

M_d = The mean of the difference

X_d = Deviation of the difference

n = Number of students

4. Finding the Degree of Freedom

The last step in data analysis was testing the hypothesis. This test was used to decide the hypothesis was accepted or rejected. Testing the

hypothesis was done by finding out the score of degree of freedom (*df*). The formula to find the degree of freedom is:

$$df = n - 1$$

n = Number of students

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This research was conducted to the eighth-grade students of SMP Tamansiswa Bogor. There were 22 students as the sample in this research. It was started from 28th January until 25th February 2021. Pre- experimental method with quantitative approach was used in this research. In collecting the data, students were given pre-test and post- test treatments. After that, the data were analyzed using t-test statistical calculation. It was intended to find out the effect of using Listing Technique on students' ability to write narrative text.

1. Calculating Normality Test

Table 4.1
The Result of Lilliefors Normality

| | |
|---------|----------|
| Total | 552.76 |
| Mean | 25.13 |
| S dev | 19.18532 |
| L Value | 0.148343 |
| L table | 0.188896 |

Since the research conducted in small sample sizes, normality test has a little power to reject the null hypothesis and small samples most often normality test. It leads the researcher used Lilliefors to calculate normality test. It is caused the sample of the research is small sample size. It is used to determine if a data set is well-modeled by a normal distribution. In addition, it is calculated by using Microsoft Excel.

Based on the calculation, it is found that L-value is 0.148343, and

L-table is 0.188896. It means that the L-value is lower than L- table. So, it can be concluded that the data are normally distributed.

2. Description of Pre-test Score

Pre-test was given before the treatment. It was used to find out students' knowledge about narrative text. The students asked to make narrative text about fable. written test is used in the instrument.

According to the result, the lowest score of the pre-test was 50 and the highest was 80. Moreover, the result of pre-test was described on the frequency distribution data in table 4.2.

Table 4.2
Frequency Distribution of Pre-test

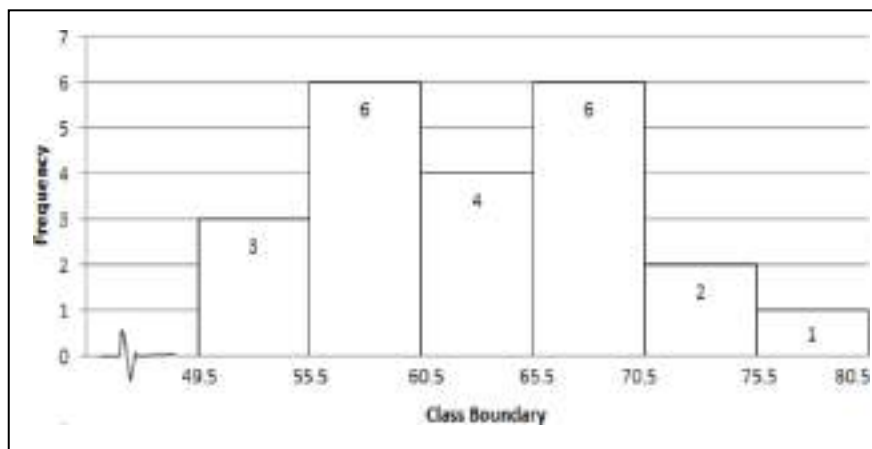
| No | Class Interval | Class Boundary | Midpoint | Fabsolute | Frelative |
|-------|----------------|----------------|----------|-----------|-----------|
| 1 | 50 – 55 | 49.5 – 55.5 | 52.5 | 3 | 13.63% |
| 2 | 56 – 60 | 55.5 – 60.5 | 58 | 6 | 27.27% |
| 3 | 61 – 65 | 60.5 – 65.5 | 63 | 4 | 18.18% |
| 4 | 66 – 70 | 65.5 – 70.5 | 68 | 6 | 27.27% |
| 5 | 71 -75 | 70.5 – 75.5 | 73 | 2 | 9.09% |
| 6 | 76 – 80 | 75.5 – 80.5 | 78 | 1 | 4.54% |
| TOTAL | | | | 22 | 100% |

The table 4.2 shows the calculation of frequency distribution of pre-test. First, class interval is used to show students' pre-test score. Second, class boundary is used to show the limitation of students' pre-test score. Third, midpoint is used to show the middle point of the range scored. Fourth, F-absolute is used to show the frequency of variable. And the last, F-relative used

to show number percentage. In addition, n is to show the number of the respondents.

According to the frequency distribution in the table 4.2, it shows that students' score in range of 50 – 55 is 13.63% with three students. However, in range 56 – 60 is 27.27% with six students. There are 18.18% with four students in range 61 – 65 and 27.27% with six students in range 66 – 70. In addition, the students' score in range 71 – 75 is 9.09% with 2 students. And the last, there are 4.54% with one student who got score in range 76 – 80. Moreover, the histogram graph of pre-test scores can be seen in figure 4.2.

Figure 4.2
Histogram Graph of the Pre-Test Result



Based on the graph, it can be seen the students who got the highest score in range of 75.5 – 80.5 is one student. Moreover, the students who got the lowest score in the range 49.5 – 55.5 are three students. Therefore, to make the students who still got the lower score, the treatments should be applied.

3. Description of Post-test Score

The post-test was done after the students were given four treatments by using Listing technique. It is used to find out whether there is the effect or not. The form of the instrument is the same.

According to the result, the lowest score of the post-test is 66 and the highest is 80. Moreover, the result of post-test is described on the frequency distribution data in table 4.3.

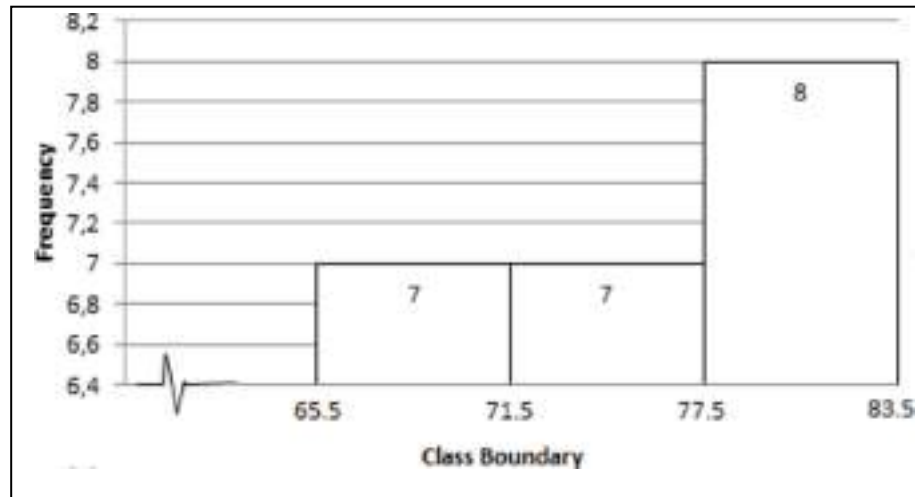
Table 4.3
Frequency Distribution of Post-test

| No | Class Interval | Class Boundary | Midpoint | F _{absolute} | F _{relative} |
|----|----------------|----------------|----------|-----------------------|-----------------------|
| 1 | 66 – 71 | 65.5 – 71.5 | 68.5 | 7 | 31.81% |
| 2 | 72 – 77 | 71.5 – 77.5 | 7.5 | 7 | 31.81% |
| 3 | 78 – 83 | 77.5 – 83.5 | 8.5 | 8 | 36.36% |
| | TOTAL | | | 22 | 100% |

According to the frequency distribution data in the table 4.3, it shows that students' score in range of 66 - 71 is 31.81% with seven students. There are 31.81% also with seven students with range 72 – 77. And the last, there are 36.36% with eight students in range 78 – 83.

Thus, it can be said that the students' post –test scores are higher than the pre-test. Therefore, the use of listing technique can improve their ability to write narrative text. In addition, based to the data, the result of post-test is figured out on the histogram graph on figure 4.3.

Figure 4.3
Histogram Graph of the Post-test Result



Based on the graph, it can be seen the students who got the highest score in range of 77.5 – 83.5 is eight students. Moreover, the students who got the lowest score in the range 65.5 – 71.5 are seven students. Therefore, it can be said that the result of the post-test is higher than the pre-test.

4. Calculating the Mean

After calculating the score and finding the result of samples' pre-test and post-test, the Mean is calculated to find out the average. It is used to find the average result of the sample. The formula as follows:

$$\begin{aligned}
 Md &= \frac{\sum d}{N} \\
 &= \frac{222}{22} \\
 &= 10.09
 \end{aligned}$$

5. Calculating the Deviation of Gain

After gaining the mean, the calculation is continued by calculating

deviation of gain (Xd). This is example of finding the difference between post-test and pre-test (d).

$$\begin{aligned} d &= \text{posttest} - \text{pretest} \\ &= 78 - 62 \\ &= 16 \end{aligned}$$

The deviation of difference is used to support the formula of t- test. To find the deviation of gain (Xd), the difference between post- test and pre- test (d) is subtracted with the mean of gain (Md). This formula is calculated as follows.

$$\begin{aligned} X_d &= d - M_d \\ &= 16 - 10.9 \\ &= 5.91 \end{aligned}$$

Therefore, the value of deviation of gain (Xd) of the first students is 5.9.

6. Calculating t-test

After finding the score of deviation of gain, t-test formula is used to find out the t-test score. The purpose of t-test is to find out the effect of listing technique on students' ability to write narrative text. The formula that is used to calculate t-test is:

$$\begin{aligned} t &= \frac{\bar{X}_d}{\sqrt{\frac{\sum X_d^2}{(n-1)}}} = \frac{10.09}{\sqrt{\frac{1475.9}{22(22-1)}}} \\ &= \frac{10.09}{\sqrt{\frac{1474.9}{462}}} = \frac{10.15}{\sqrt{3.2}} \end{aligned}$$

$$= \frac{10.09}{1.8} = 5.6$$

7. Hypothesis Testing

The degree of freedom (*df*) is calculated after the t-test value counted. It is intended to gain the value of t-table. The calculation is as follows.

$$\begin{aligned} df &= n - 1 \\ &= 22 - 1 \\ &= 21 \end{aligned}$$

The result shows that the degree of freedom is 22. Based on t- table, the degree of freedom 22 at significant level 0.05 is 2.08. Based on the calculation, it is found that t-calculated is 5.6. The value of degree of freedom (*df*) value is 22 and the list of t-table value at significant level 0.05 is 2.08. The result of the test can be shown as $2.08 < 5.6$. It means that the value of t-table is lower than the value of t-calculated. It can be concluded that the alternative hypothesis (*Ha*) is accepted and the null hypothesis (*Ho*) is rejected.

B. Discussion

In conducting this research, the data were collected from the result of the pre-test and post-test. The pre-test was given in the first meeting. Then, it was continued with the treatments. The treatment was done in four meetings. In the end, the post-test was conducted to the students. In those tests, the students were asked to make narrative text by using their own words. The pre-test was given to measure students' writing ability. After applying four treatments, post-test was given to the students to know the effect of using listing technique in their writing ability.

The first data were gained from the pre-test. It showed the student's writing ability before the treatment. The second data were collected from the post-test. After getting the data, the researcher counted it by using t- test formula. First, the pre-test and post-test scores were calculated. Second, mean of gain and the deviation of gain were computed. Last, the researcher calculated the data by using t-test formula to find out the t-test value and test the hypothesis.

According to the calculation of the data, the value of t-test is 5.6 with the degree of freedom is 21. The value of the table on *df* 21 with the level of significance 0.05 is 2.08. the result of the t-test can be described as $2.08 < 5.6$. The value of t-calculated is higher than t-table. The alternative hypothesis (*H_a*) is accepted and the null hypothesis (*H₀*) is rejected. It means that the use of listing technique is effective to increase students' writing ability.

Therefore, the result showed that listing technique is affective to increase students' writing ability. It is relevant to Baroudy (2008:9) said that listing technique is very helpful for students in writing activity, because it can help them to generate ideas as in a short time, and the goal is to find a specific focus for the topic given. Listing technique is very effective for students because the steps in listing technique will be guided the students to write narrative text. Therefore, it can make them easier to generate and develop the ideas quickly.

Applying this technique was really helping the students to improve their vocabulary because they were asked to open the dictionary and use the appropriate words to express their ideas. Next, their writing skill was indeed improved as well. It can be seen from the way they pour the ideas they had into

written form. It is also supported by the research that was done by Yaumil Fadhila and Sitti Fatimah (2020) entitled Using Idea Listing Technique (ILT) in Teaching Writing Recount Text to Junior High School Students. The result of the research shows that this technique is more effective and suitable to solve the problem and can improve students writing, attention, ability and motivation in writing process.

Despite the positive impact of this technique, the researcher encountered several challenges while conducting this online research. First, it was difficult to determine whether the students were paying attention. Second, the students appeared to lack self-motivation, as evidenced by their sleepy and lazy behavior during the meetings. This made it challenging for the researcher to interact with them, especially when checking if they had any questions. Additionally, since the class was conducted online with students at home, maintaining their concentration proved difficult due to various distractions.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to answer the research problem which was whether there is significant effect in using listing technique in writing ability. Since, there were many students who found difficulty in producing grammatical error, figuring out and delivering ideas into words. Thus, the researcher intended to apply listing technique in writing class as the solutions.

In addition, pre-experimental method was used to make this research possible. One group pre-test post-test was used as the design in this method. There were 22 students as the sample in this research. Before the students getting the treatment, they were given a pre-test. It is conducted to measure their ability in writing before getting the treatment. After pre-test, the students were given a treatment. The treatment was done in three meetings in online discussion by using WhatsApp Group Chat. In the end, the students were given a post-test. It was done to measure the students' ability after getting the treatment. Therefore, the researcher could compare the student's writing ability before and after treatment. It is caused to find weather there is any effect of using listing technique on students' writing ability. It could be proved by the result of t-test value.

Based on the result of data analysis, it can be concluded that there is an effect of using listing technique on students' ability to write narrative text. It can be seen from the result of t-test value which is higher than t-table. The value of t-

test is 5.6. Meanwhile, the degree of freedom (df) is 2.08 at significant level 0.05. It can be concluded that the alternative hypothesis (H_a) is accepted. In conclusion, the students can increase their writing ability by using listing technique. By applying this technique, it is easier for students easier to generate and develop the ideas quickly.

B. Suggestion

Listing technique is effective to be applied in improving writing ability. Thus, the researcher gives some suggestions as follows: First, listing technique is very useful for students because there are many advantages that they can get from this technique. It can make them easier to generate and develop the ideas quickly. Second, the researcher hopes that listing technique can help the teachers in teaching writing skill. This technique can be stimulated to the students to develop their ideas, vocabulary, and grammar in order to write a good paragraph. The students are also easier using listing technique, because this technique teaches the students how to make listing framework. Thus, the researcher suggests that listing technique can be implemented to the higher-level students such as senior high school.

The next researcher also needs to consider the impact of remote learning. It concludes the effectiveness of the remote learning in terms of students' performance and engagement, the investigation of the disparities in access to technology and internet among students from different backgrounds, and the way the researcher adapts to online teaching and what support the students need.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN
RPP – LURING
TAHUN PELAJARAN 2020/2021

| | | |
|-----------------------------|---------------------------------|-------------------|
| Sekolah : SMP TAMANSISWA | Kelas/Semester : VIII / 2 | KD: 3.14 dan 4.18 |
| Mata Pelajaran : B. INGGRIS | Alokasi Waktu : 2 JP x 30 menit | Pertemuan ke : 1 |
| Materi : Narrative Text | | |

A. TUJUAN PEMBELAJARAN

Peserta didik mampu menerapkan dan menyusun tindakan memberi dan meminta informasi terkait tindakan meminta informasi *narrative text* sesuai dengan konteks penggunaannya secara tulisan dan lisan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.

B. KEGIATAN PEMBELAJARAN

| MEDIA | <ul style="list-style-type: none"> WhatsApp Group Slide presentasi (PPT) | ALAT | <ul style="list-style-type: none"> Laptop Handphone/tablet | SUMBER | <ul style="list-style-type: none"> Buku guru dan siswa Youtube |
|----------------------|--|------|--|--------|--|
| PENDAHULUAN | <ul style="list-style-type: none"> Peserta didik beserta guru mengucapkan salam dan berdoa bersama (<i>Religious</i>) Peserta didik diminta untuk mengisi list absensi (<i>melalui WhatsApp group</i>) Peserta didik disampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan. Peserta didik disampaikan garis besar cakupan materi dan langkah pembelajaran. | | | | |
| KEGIATAN INTI | <ul style="list-style-type: none"> Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan (<i>melalui WhatsApp group</i>) terkait materi <i>narrative text</i>. (<i>Literasi</i>) Peserta didik diberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>narrative text</i>. (<i>HOTS</i>) Peserta didik diberikan waktu selama 10 menit untuk mengerjakan latihan soal mengenai <i>narrative text</i>. Peserta didik dan guru membahas latihan soal bersama melalui <i>WhatsApp group</i>. Peserta didik diberikan contoh membuat <i>narrative text</i> menggunakan teknik <i>listing</i>. Peserta didik diberi kesempatan untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>narrative text</i> dan teknik <i>listing</i> (<i>Collecting information and Problem solving</i>) <i>Melalui WhatsApp group</i>, peserta didik mempresentasikan hasil diskusi kemudian ditanggapi peserta didik yang lainnya (<i>Communication</i>) Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>narrative text</i> dan teknik <i>listing</i>. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami (<i>Creativity</i>) | | | | |
| PENUTUP | <ul style="list-style-type: none"> Guru bersama peserta didik merefleksikan pengalaman belajar dan menyampaikan rencana pembelajaran pada pertemuan berikutnya, lalu ditutup dengan berdoa. | | | | |

C. PENILAIAN (ASESMEN)

Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan (berupa tes tulis) dan presentasi unjuk kerja/hasil karya sebagai nilai ketrampilan melalui *WhatsApp group* atau luring datang ke sekolah.

Kepala Sekolah

Dedi Sumardi M, M. Pd.
NPA. 4472

Mengetahui,
Bogor, Februari 2021
Mahasiswa Praktikum

Asti Agustiani
NPM. 0311150047

RENCANA PELAKSANAAN PEMBELAJARAN
RPP – LURING
TAHUN PELAJARAN 2020/2021

| | | | | |
|-----------------------|-------------------------|-----------------------|------------|--------------------------|
| Sekolah | : SMP TAMANSISWA | Kelas/Semester | : | KD: 3.14 dan 4.18 |
| Mata Pelajaran | : B. INGGRIS | VIII / 2 | | Pertemuan ke : 2 |
| | | Alokasi Waktu | : 2 | |
| | | JP x 30 menit | | |
| Materi | : | Narrative Text | | |

A. TUJUAN PEMBELAJARAN

Peserta didik mampu menerapkan dan menyusun tindakan memberi dan meminta informasi terkait tindakan meminta informasi *narrative text* sesuai dengan konteks penggunaannya secara tulisan dan lisan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.

B. KEGIATAN PEMBELAJARAN

| MEDIA | <ul style="list-style-type: none"> WhatsApp Group Slide presentasi (PPT) | ALAT | <ul style="list-style-type: none"> Laptop Handphone/tablet | SUMBER | <ul style="list-style-type: none"> Buku guru dan siswa Youtube |
|----------------------|--|-------------|--|---------------|--|
| PENDAHULUAN | <ul style="list-style-type: none"> Peserta didik beserta guru mengucapkan salam dan berdoa bersama (<i>Religious</i>) Peserta didik diminta untuk mengisi list absensi (<i>melalui WhatsApp group</i>) Peserta didik disampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan. Peserta didik disampaikan garis besar cakupan materi dan langkah pembelajaran. | | | | |
| KEGIATAN INTI | <ul style="list-style-type: none"> Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan berupa cerita <i>fable</i> (<i>melalui WhatsApp group</i>), terkait materi <i>narrative text</i>. (<i>Literasi</i>) Peserta didik diberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>narrative text</i>. (<i>HOTS</i>) Peserta didik diberikan waktu selama 10 menit untuk mengerjakan latihan soal mengenai <i>narrative text</i>. Dan dibahas bersama melalui <i>WhatsApp group</i>. Peserta didik diberikan contoh membuat <i>narrative text</i> menggunakan teknik <i>listing</i>. Peserta didik diberi kesempatan untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>narrative text</i> dan teknik <i>listing</i> (<i>Collecting information and Problem solving</i>) Peserta didik diminta untuk membuat <i>draft narrative teks</i> berupa <i>fable</i> menggunakan teknik <i>listing</i>. (<i>Creativity</i>) <i>Melalui WhatsApp group</i>, peserta didik mempresentasikan hasil <i>draft</i> mereka masing-masing. (<i>Communication</i>) Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>narrative text</i>. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami (<i>Creativity</i>) | | | | |
| PENUTUP | <ul style="list-style-type: none"> Guru bersama peserta didik merefleksikan pengalaman belajar dan menyampaikan rencana pembelajaran pada pertemuan berikutnya, lalu ditutup dengan berdoa. | | | | |

C. PENILAIAN (ASESMEN)

Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan (berupa tes tulis) dan presentasi unjuk kerja/hasil karya sebagai nilai ketrampilan melalui *WhatsApp group* atau luring datang ke sekolah.

Kepala Sekolah

Dedi Sumardi M, M. Pd.
NPA. 4472

Mengetahui,
 Bogor, Februari 2021
 Mahasiswa Praktikum

Asti Agustiani
NPM. 0311150047

RENCANA PELAKSANAAN PEMBELAJARAN
RPP – LURING
TAHUN PELAJARAN 2020/2021

| | | | | |
|-----------------------|-------------------------|-----------------------|------------|--------------------------|
| Sekolah | : SMP TAMANSISWA | Kelas/Semester | : | KD: 3.14 dan 4.18 |
| Mata Pelajaran | : B. INGGRIS | VIII / 2 | | Pertemuan ke : 3 |
| | | Alokasi Waktu | : 2 | |
| | | JP x 30 menit | | |
| Materi | : | Narrative Text | | |

A. TUJUAN PEMBELAJARAN

Peserta didik mampu menerapkan dan menyusun tindakan memberi dan meminta informasi terkait tindakan meminta informasi *narrative text* sesuai dengan konteks penggunaannya secara tulisan dan lisan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.

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Kepala Sekolah

Dedi Sumardi M, M. Pd.
NPA. 4472

Mengetahui,
 Bogor, Februari 2021
 Mahasiswa Praktikum

Asti Agustiani
NPM. 0311150047

PRE-TEST

Name :

Class :

INSTRUCTION

Write a fable by using your own words in 150 words in four paragraphs which consist of orientation, complication, resolution and coda.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins or other markings on the paper.

SCORING RUBRIC

PRE-TEST

Name:

$$Nilai = \frac{Skor\ pemberian}{Skor\ maksimal} \times 100$$

| Aspect of Writing | Range | Score | Criterion | Score |
|-------------------|-------|-----------|--|-------|
| Content | 5 | Excellent | Main Ideas stated clearly and accurately, change opinion very clear. | |
| | 4 | Good | Main Ideas stated fairly clearly and accurately, change opinion relatively clear. | |
| | 3 | Average | Main Ideas somewhat unclear or inaccurate, change opinion statement somewhat weak. | |
| | 2 | Poor | Main Ideas not clear or accurate, change opinion statement weak. | |
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| Organization | 5 | Excellent | Well-organized and perfectly coherent. | |
| | 4 | Good | Fairly well-organized and generally coherent. | |
| | 3 | Average | Loosely organized but main ideas clear, logical but incomplete sequencing. | |
| | 2 | Poor | Ideas disconnected, lacks logical sequencing. | |
| | 1 | Very Poor | No organization, incoherent. | |
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| | | | | |
|-----------|---|-----------|---|--|
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| | 3 | Average | Fair number of spelling and punctuation errors. | |
| | 2 | Poor | Frequent errors in spelling and punctuation. | |
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POST-TEST

Name :

Class :

INSTRUCTION

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POST-TEST

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| | 1 | Very Poor | No control over spelling and punctuation. | |
| Total | | | | |

☐ Bisma Kusuma .A BA

☐ 1. Orientation : the country mouse invited
his friend to his home

☐ 2. Complication : the country mouse broke his
friend heart

☐ 3. Resolution : the town mouse angry

☐ 4. Re-orientation : Poverty with security is better
than plenty in the midst of fear
and uncertainty

☐ Topic : Fable

Dharmag Ramadhan

Ba B Inggris

DEER AND TURTLE

Orientation - There lived a deer in ancient times

Complication - One day the deer was walking by the side of the lake

Resolution - The deer suddenly got angry hearing the turtle's answer

Re orientation - The turtle tried to run, but the deer was still angry

TOPIK: FABLE

PRE-TEST

Name :
Class :

INSTRUCTION

Write a fable by using your own words in 150 words in four paragraphs which consist of orientation, complication, resolution and coda.

Orientation
Complication

Resolution
Coda

Once upon a time, the monkeys lived at the small gathering and they were all so happy with his appearance that they chose him their king. A Fox was envious of her power. Feeling a lack of power being in a trap and seeing the monkey to the king we know that he had found a spot in the forest but not was he had swayed for as a bragging of his kingdom and advised him to lose it.

The monkey approach backwards and caused in a conf and upon his accusation that fox had deliberately ad him into the trap he replied, "Oh monkey, and you such your mind like you will become the king of beasts then?"

C 3
O 2
V 4
G 3
M 4
16 +
y.

SCORING RUBRIC

PRE-TEST

Name: Bisma Kusuma

$$Nilai = \frac{Skor\ perolehan}{Skor\ maksimal} \times 100$$

| Aspect of Writing | Range | Score | Criterion | Score |
|-------------------|-------|-----------|--|-------|
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| | 1 | Very Poor | No control over spelling and punctuation. | |
| Total | | | | |

Corrector 1



Vatia Fitriani, S. Pd.

PRE-TEST

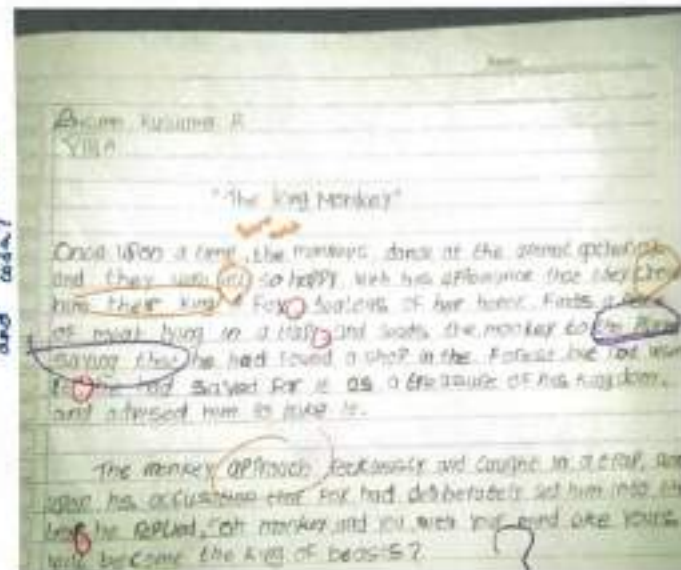
Name _____

Class _____

INSTRUCTION

Write a fable by using your own words in 150 words in four paragraphs which consist of orientation, complication, resolution and coda.

where does the resolution
and coda?



C 3
 O 3
 V 4
 G 2
 M 2

19 49

SCORING RUBRIC

PRE-TEST

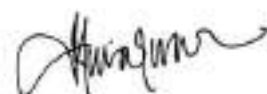
Name: Bisma Kusuma

$$Nilai = \frac{Skor\ perolehan}{Skor\ maksimal} \times 100$$

| Aspect of Writing | Range | Score | Criterion | Score |
|-------------------|-------|-----------|--|-------|
| Content | 5 | Excellent | Main Ideas stated clearly and accurately, change opinion very clear. | |
| | 4 | Good | Main Ideas stated fairly clearly and accurately, change opinion relatively clear. | |
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Corrector 2



Siti Yuherna, S. Pd.

PRE-TEST

Name :
Class :

INSTRUCTION

Write a fable by using your own words in 150 words in four paragraphs which consist of orientation, complication, resolution and coda.

12. Feb

28 of
2021

Phonetic Romanization

SA

B. Inggris

Kelinci Dan 20 ekor Buaya? wite in English!

orientation

Once upon a time, a Rabbit wanted to cross a river but he could not swim. He had an idea, he saw a boss of crocodiles swimming in the river. The Rabbit asked he across of crocodiles.

current, going to be

"How many crocodile are there in the river?" the boss of crocodile answered, "we are twenty here".

complication

"Where are they?" the Rabbit asked for the second time. "What is it for?" the boss crocodile asked.

"all of you are good, gentle and kind, so I want to make a line in order. later I will know how kind you are," said the Rabbit. — then?

C 3
02

V 3
6 4

M 3
15

resolution?
coda?

SCORING RUBRIC

PRE-TEST

Name: Dhanang R

$$Nilai = \frac{Skor\ perolehan}{Skor\ maksimal} \times 100$$

| Aspect of Writing | Range | Score | Criterion | Score |
|-------------------|-------|-----------|--|-------|
| Content | 5 | Excellent | Main Ideas stated clearly and accurately, change opinion very clear. | |
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| Total | | | | |

Corrector 1



Vatia Fitriani, S. Pd.

PRE-TEST

Name :
Class :

INSTRUCTION

Write a fable by using your own words in 150 words in four paragraphs which consist of orientation, complication, resolution and coda.

14. Ash.

18/01
2021

Pharang Ramadon

SA

B. Inggris

why using Indonesian?

Kelinci Dan 20 ekor Buaya?

Once upon a time, a Rabbit wanted to cross a river, but he could not swim. He had an idea. He saw a boss of crocodiles swimming in the river. The Rabbit asked he cross of crocodiles.

"How many crocodile are there in the river?" the boss of crocodile answered, "we are twenty here".

"Where are they?" the Rabbit asked. For the second time, "what is it for?" the boss crocodile asked.

"All of you are good, gentle, and kind. So I want to make a line in order. later I will know how kind you are," said the Rabbit.

where are the resolution and coda?

C 3
O 2
V 4
G 3
N 3

15 w

SCORING RUBRIC

PRE-TEST

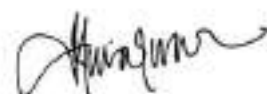
Name: Dhanang R

$$Nilai = \frac{Skor\ perolehan}{Skor\ maksimal} \times 100$$

| Aspect of Writing | Range | Score | Criterion | Score |
|-------------------|-------|-----------|--|-------|
| Content | 5 | Excellent | Main Ideas stated clearly and accurately, change opinion very clear. | |
| | 4 | Good | Main Ideas stated fairly clearly and accurately, change opinion relatively clear. | |
| | 3 | Average | Main Ideas somewhat unclear or inaccurate, change opinion statement somewhat weak. | ● |
| | 2 | Poor | Main Ideas not clear or accurate, change opinion statement weak. | |
| | 1 | Very Poor | Main Ideas not at all clear or accurate, change opinion statement very weak. | |
| Organization | 5 | Excellent | Well-organized and perfectly coherent. | |
| | 4 | Good | Fairly well-organized and generally coherent. | |
| | 3 | Average | Loosely organized but main ideas clear, logical but incomplete sequencing. | |
| | 2 | Poor | Ideas disconnected, lacks logical sequencing. | ● |
| | 1 | Very Poor | No organization, incoherent. | |
| Vocabularies | 5 | Excellent | Very effective choice of words and use of idioms and words forms. | |
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| | 3 | Average | Adequate choice of words but some misuse of vocabulary, idioms, and word forms. | |

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|-----------|---|-----------|---|---|
| | 2 | Poor | Limited range, confused use of words, idioms, and word forms | |
| | 1 | Very Poor | Very limited range, very poor knowledge of words, idioms, and word forms. | |
| Grammar | 5 | Excellent | No errors. Full control of complex structure. | |
| | 4 | Good | Almost no errors, good control of structure. | |
| | 3 | Average | Some errors, fail control of structure. | ● |
| | 2 | Poor | Many errors, poor control of structure. | |
| | 1 | Very Poor | Dominated by errors, no control of structure. | |
| Mechanics | 5 | Excellent | Mastery of spelling and punctuation. | |
| | 4 | Good | Few errors in spelling and punctuation. | |
| | 3 | Average | Fair number of spelling and punctuation errors. | ● |
| | 2 | Poor | Frequent errors in spelling and punctuation. | |
| | 1 | Very Poor | No control over spelling and punctuation. | |
| Total | | | | |

Corrector 2



Siti Yuherna, S. Pd.

POST-TEST

Name : Bismil Kusuma R

Class : 8A

INSTRUCTION

Write a fable by using your own words in 150 words in four paragraphs which consist of orientation, complication, resolution and coda.

A town mouse and a country mouse.

orientation

The country mouse, one day, invited his friend to come and see him at his home in the fields.

C 3

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G 5

M 4

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19

beginning paragraph

The flavour was not much to the taste of the guest and presently he broke out with "My poor dear friend, you live here no better than the ants." So when he returned to town he took the country mouse with him and showed him into a larder containing flour and oat meal and figs and honey and dates. The country mouse had never seen anything like it and sat down to enjoy the luxuries his friend provided.

SCORING RUBRIC

POST-TEST

Name: Bisma Kusuma

$$Nilai = \frac{Skor\ perolehan}{Skor\ maksimal} \times 100$$

| Aspect of Writing | Range | Score | Criterion | Score |
|-------------------|-------|-----------|--|-------|
| Content | 5 | Excellent | Main Ideas stated clearly and accurately, change opinion very clear. | |
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| Total | | | | |

Corrector 1



Vatia Fitriani, S. Pd.

POST-TEST

Name : Bismp Kusuma R
Class : 8p

INSTRUCTION

Write a fable by using your own words in 150 words in four paragraphs which consist of orientation, complication, resolution and coda.

A Town Mouse and a Country Mouse

The country mouse one day invited his friend to come and see him at his home in the fields.

The flour was not much to the taste of the guest and presently he broke out with "My poor dear friend, you live here no better than the ants."

So when he returned to town he took the country mouse with him and showed him into a cellar containing flour and oat meal and figs and honey and dates.

The country mouse had never seen anything like it and sat down to enjoy the luxuries his friend provided.

C 3

O 3

V 4

G 4

M 4

18 4

Identify the generic structure

SCORING RUBRIC

POST-TEST

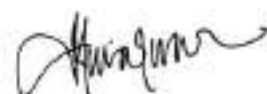
Name: Bisma Kusuma

$$Nilai = \frac{Skor\ perolehan}{Skor\ maksimal} \times 100$$

| Aspect of Writing | Range | Score | Criterion | Score |
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| Content | 5 | Excellent | Main Ideas stated clearly and accurately, change opinion very clear. | |
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| | 1 | Very Poor | No control over spelling and punctuation. | |
| Total | | | | |

Corrector 2



Siti Yuherna, S. Pd.

POST-TEST

Name : phanong R
Class : 5A

INSTRUCTION

Write a fable by using your own words in 150 words in four paragraphs which consist of orientation, complication, resolution and coda.

DEER AND TURTLE

There lived a deer in ancient times. He is very arrogant and angry, often he underestimates the abilities of other animals.

One day, the deer was walking by the lake. He met a turtle who was seen just racing. "Turtle, what are you doing here?"

"I'm looking for a source of livelihood," replied the turtle.

The deer suddenly became angry at the turtle's answer. "Don't pretend, hey turtle! You just walk around but pretend to be looking for a source of livelihood!"

The turtle tried to explain, but the deer was still angry. In fact, the deer threatened to step on the turtle's body.

continue →

C 4
O 5
V 4
G 3
M 3
19 2

SCORING RUBRIC

POST-TEST

Name: Dhanang R

$$Nilai = \frac{Skor\ perolehan}{Skor\ maksimal} \times 100$$

| Aspect of Writing | Range | Score | Criterion | Score |
|-------------------|-------|-----------|--|-------|
| Content | 5 | Excellent | Main Ideas stated clearly and accurately, change opinion very clear. | |
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Corrector 1



Vatia Fitriani, S. Pd.

POST-TEST

Name : Dhamang R

Class : SA

INSTRUCTION

Write a fable by using your own words in 150 words in four paragraphs which consist of orientation, complication, resolution and coda.

DEER AND TURTLE

There lived a deer in ancient times. He ^{is} very arrogant and angry, often he underestimates the abilities of other animals.

One day, the deer was walking by the lake. He met a turtle who was seen just facing. "Turtle, what are you doing here?"

B 4) "I'm looking for a source of livelihood," replied the tortoise.

The deer suddenly became angry at the tortoise's answer. "Don't pretend, hey tortoise! You just walk around but pretend to be looking for a source of livelihood!"

The tortoise tried to explain, but the deer was still angry. In fact, the deer threatened to step on the tortoise's body.

C 3
O 5
V 4
G 3
M 3

SCORING RUBRIC

POST-TEST

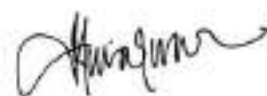
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| | 2 | Poor | Frequent errors in spelling and punctuation. | |
| | 1 | Very Poor | No control over spelling and punctuation. | |
| Total | | | | |

Corrector 2



Siti Yuherna, S. Pd.

UJI NORMALITAS LILIEFORS

THE USE OF LISTING TECHNIQUE ON STUDENTS' ABILITY TO WRITING NARRATIVE TEXT

| No | X | F | Zi | Tabel z | f(Zi) | Fk | S(Zi) | f(Zi) - S (Zi) | L Max |
|---------|----------|---|------|---------|--------|----|----------|----------------|-----------|
| 1 | 42,11 | 1 | 0,9 | 0,3289 | 0,1711 | 1 | 0,047619 | 0,123480952 | 0,1483429 |
| 2 | 40,00 | 1 | 0,8 | 0,3023 | 0,1977 | 2 | 0,095238 | 0,102461905 | |
| 3 | 35 | 1 | 0,5 | 0,2088 | 0,2912 | 3 | 0,142857 | 0,148342857 | |
| 4 | 56,00 | 1 | 1,6 | 0,4505 | 0,0495 | 4 | 0,190476 | -0,14097619 | |
| 5 | 35,00 | 1 | 0,5 | 0,2088 | 0,2912 | 5 | 0,238095 | 0,053104762 | |
| 6 | 14,29 | 1 | -0,6 | 0,2422 | 0,2578 | 6 | 0,285714 | -0,027914286 | |
| 7 | 18,75 | 1 | -0,3 | 0,1368 | 0,3632 | 7 | 0,333333 | 0,029866667 | |
| 8 | 22,73 | 1 | -0,1 | 0,0596 | 0,4404 | 8 | 0,380952 | 0,059447619 | |
| 9 | 50,00 | 1 | 1,3 | 0,4515 | 0,0485 | 9 | 0,428571 | -0,380071429 | |
| 10 | 19,05 | 1 | -0,3 | 0,1368 | 0,3632 | 10 | 0,47619 | -0,112990476 | |
| 11 | 21,43 | 1 | -0,2 | 0,0987 | 0,4013 | 11 | 0,52381 | -0,122509524 | |
| 12 | 37,50 | 1 | 0,6 | 0,2422 | 0,2578 | 12 | 0,571429 | -0,313628571 | |
| 13 | -13,33 | 1 | -2,0 | 0,4798 | 0,0202 | 13 | 0,619048 | -0,598847619 | |
| 14 | 52,17 | 1 | 1,4 | 0,4265 | 0,0735 | 14 | 0,666667 | -0,593166667 | |
| 15 | 16,67 | 1 | -0,4 | 0,1736 | 0,3264 | 15 | 0,714286 | -0,387885714 | |
| 16 | 28,57 | 1 | 0,2 | 0,0987 | 0,4013 | 16 | 0,761905 | -0,360604762 | |
| 17 | 37,14 | 1 | 0,6 | 0,2422 | 0,2578 | 17 | 0,809524 | -0,55172381 | |
| 18 | 29,41 | 1 | 0,2 | 0,0987 | 0,4013 | 18 | 0,857143 | -0,455842857 | |
| 19 | 0,00 | 1 | -1,3 | 0,4115 | 0,0885 | 19 | 0,904762 | -0,816261905 | |
| 20 | -13,33 | 1 | -2,0 | 0,4798 | 0,0202 | 20 | 0,952381 | -0,932180952 | |
| 21 | 12,50 | 1 | -0,7 | 0,2734 | 0,2266 | 21 | 1 | -0,7734 | |
| 22 | 11,11 | 1 | 0,6 | 0,2422 | 0,2578 | 22 | 1,047619 | -0,789819048 | |
| Total | 552,76 | | | | | | | | |
| Mean | 25,13 | | | | | | | | |
| Sdev | 19,18532 | | | | | | | | |
| Lhitung | 0,148343 | | | | | | | | |
| Ltabel | 0,188896 | | | | | | | | |

T-TEST CALCULATION

| No. | Respondent | Average | | d = (Y-X) | Xd | Xd2 |
|-----|------------|-------------|--------------|-----------|--------|----------|
| | | Pretest (X) | Posttest (Y) | | | |
| 1 | APG | 62 | 78 | 16 | 5,85 | 34,2225 |
| 2 | AA | 50 | 70 | 20 | 9,85 | 97,0225 |
| 3 | BKR | 60 | 74 | 14 | 3,85 | 14,8225 |
| 4 | DA | 50 | 78 | 28 | 17,85 | 318,6225 |
| 5 | DR | 60 | 74 | 14 | 3,85 | 14,8225 |
| 6 | FA | 65 | 70 | 5 | -5,15 | 26,5225 |
| 7 | F | 68 | 74 | 6 | -4,15 | 17,2225 |
| 8 | HP | 56 | 66 | 10 | -0,15 | 0,0225 |
| 9 | KN | 60 | 80 | 20 | 9,85 | 97,0225 |
| 10 | MRM | 58 | 66 | 8 | -2,15 | 4,6225 |
| 11 | MRW | 72 | 78 | 6 | -4,15 | 17,2225 |
| 12 | MAM | 60 | 75 | 15 | 4,85 | 23,5225 |
| 13 | MR | 70 | 66 | -4 | -14,15 | 200,2225 |
| 14 | ND | 54 | 78 | 24 | 13,85 | 191,8225 |
| 15 | RKR | 70 | 75 | 5 | -5,15 | 26,5225 |
| 16 | RA | 72 | 80 | 8 | -2,15 | 4,6225 |
| 17 | RAP | 65 | 78 | 13 | 2,85 | 8,1225 |
| 18 | RH | 66 | 76 | 10 | -0,15 | 0,0225 |
| 19 | SC | 80 | 80 | 0 | -10,15 | 103,0225 |
| 20 | SR | 70 | 66 | -4 | -14,15 | 200,2225 |
| 21 | SAN | 68 | 72 | 4 | -6,15 | 37,8225 |
| 22 | YMR | 64 | 68 | 4 | -6,15 | 37,8225 |
| | N=22 | 1400 | 1622 | 222 | -1,3 | 1475,895 |



YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Bermutu, Mandiri dan Berkepribadian

Jalan Pakuan Kota Pos. 452, E-mail: isp@upak.ac.id, Telepon: (0251) 8373688 Bogor

Nomor : 2573/WADEK/IFKIP/I/2021

25 Januari 2021

Perihal : Izin Penelitian

Yth. Kepala Sekolah TamanSiswa Kota Bogor
di
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Asti Agustiani
NPM : 031115047
Program Studi : PENDIDIKAN BAHASA INGGRIS
Semester : Akhir

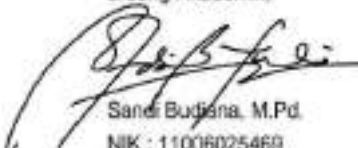
Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 28 Januari s.d. 25 Februari 2021 mengenai: THE USE OF LISTING TECHNIQUE ON STUDENTS' ABILITY TO WRITE NARRATIVE TEXT

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.



a. a. Budena
Wakil Dekan
Bidang Akademik,


Sandi Budena, M.Pd.
NIK : 11006025469



NSS : 20226105063

YAYASAN PERSATUAN PERGURUAN TAMANSISWA
BERPUSAT DI YOGYAKARTA
PERGURUAN TAMANSISWA CABANG BOGOR
BAGIAN TAMAN DEWASA
(SMP TAMANSISWA)

Jl. Merdeka Nomor 172 - Kota Bogor - 16124
Telp. 0251 8357283 e-mail : t.dewasa.bgr@gmail.com



NPSN : 20226572

No : 438/SMP-TS/TV-P.1/2021
Lampiran : -
Perihal : Surat Balasan Izin Pengambilan Data Penelitian

Kepada Yth.
Dekan Fakultas Keguruan dan Ilmu Pendidikan
Program Studi Pendidikan Bahasa Inggris
UNPAK
di
Bogor

Dengan hormat

Berdasarkan surat permohonan izin penelitian dari FKIP UNPAK Bogor dengan No.2573/WADEK.1/FKIP/1/2021 Surat: tanggal 25 Januari 2021, dengan ini kepala SMP Tamansiswa Bogor menyatakan TIDAK KEBERATAN untuk memberi izin penelitian kepada:

Nama : Asti Agustiani
NIRM/NPM : 031115047
Program Studi : Pend. Bahasa Inggris
Jenjang pendidikan : S1
Semester : Akhir
Mengetai : THE USE OF LISTING TECHNIQUE ON STUDENTS' ABILITY TO
WRITE NARRATIVE TEXT

Yang bersangkutan di atas akan melaksanakan observasi penelitian di SMP Tamansiswa Bogor pada 28 Januari 2021 s.d 25 Februari 2021. Demikian surat balasan izin penelitian ini dibuat untuk dapat dipergunakan seperlunya.

Ditetapkan di: Bogor
Pada tanggal 6 Maret 2021
Sekolah



Dedi Sumardi, M. M. Pd.
NPA. 4472



UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Bermutu dan Berkepribadian

Jalan Pakuan Kota Pos 452, E-mail: fkip@unpak.ac.id, Telepon (0251) 8375608 Bogor

SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS PAKUAN
NOMOR: 120/SK/D/ FKIP/ VII/ 2020

TENTANG

PENGANGKATAN PEMBIMBING SKRIPSI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS PAKUAN

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

- Menimbang : 1. Bahwa demi kepentingan peningkatan akademik, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.
2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.
4. Ujian Sarjana harus terselenggara dengan baik.
- Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
2. Peraturan Pemerintah Nomor 32 Tahun 2013 Merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.
3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
5. Keputusan Rektor Universitas Pakuan Nomor 67/KEP/RSK/VIII/2015, tentang Pemberhentian Dekan Masa Bakti 2011-2015 dan Pengangkatan Dekan Masa Bakti 2015-2020 di Lingkungan Universitas Pakuan.
- Memperhatikan : Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.

MEMUTUSKAN

- Menetapkan : Mengangkat Saudara:
- Pertama : 1. Dra. Ati Herwati, M.Pd.
2. Iyan Indiyansyah, M.Pd.
- sebagai pembimbing dari :
- Nama : Asti Agustiani
- NPM : 031113047
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : The Use of Listing Techniques on Students' Ability to Write Narrative Text
- Kedua : Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.
- Ketiga : Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.

Ditetapkan di Bogor
Pada tanggal 29 Juli 2020






Ds. Deddy Sofyan, M.Pd.
NIP. 19560108 198601 1 001

- Tembusan:
1. Rektor Universitas Pakuan
 2. Wakil Rektor I, II, dan III Universitas Pakuan
 3. Kepala BAAK/BAUm Universitas Pakuan
 4. Para Dekan Fakultas di Lingkungan Universitas Pakuan

ETIKA PENULISAN SKRIPSI

Etika dan norma yang harus diperhatikan peneliti antara lain:

1. Berperannya sebagai ilmuan di masyarakat.
2. Proses, hasil dan produk dari laporan hasil penelitiannya akan dibaca oleh banyak orang termasuk masyarakat akademis.
3. Tidak melakukan pencurian ide orang lain yang disebut plagiarisme yaitu mengutip tanpa menunjukan sumbernya.
4. Tidak mengubah informasi responden dengan pengertian yang berbeda atau bertolak belakang.
5. Tidak mengganti angka-angka hasil penelitian di dalam tabulasi data atau membuat data sendiri.
6. Tidak berbohong tentang metodologi yang dipergunakan dalam penelitian.
7. Tidak mengklaim penelitian orang lain.
8. Tidak memaksakan kehendak agar responden memberikan informasi kepadanya.

| Tanggal | Bab | Catatan Pembimbing | Paraf |
|----------|-----|--|--|
| 19-10-16 | 1 | mendiskusikan tentang background, region, dan limitation of the study. |  |
| 25/11 | 1 | - revise background - Person - Check grammar |  |
| 29/11 | | - Margin - Check the use of articles - revise safe (#) |  |

| Tanggal | Bab | Catatan Pembimbing | Paraf |
|---------|-----|--|----------|
| 20/9 | I | ok | <u>S</u> |
| 30/9 | I | <ul style="list-style-type: none"> - Gap - Reorganize thought - Put data from previous research - watch the writing format - avoid spelling and grammar error - rewrite limitation - rewrite last sentences in the reason | <u>M</u> |

| Tanggal | Bab | Catatan Pembimbing | Paraf |
|---------|-----|--|----------|
| 15/10 | I | <ul style="list-style-type: none"> - rewrite some sentences into more complete sentences - find the characteristics of listing technique | <u>S</u> |
| 23/10 | 2 | ok with minor revision | <u>S</u> |

| Tanggal | Bab | Catatan Pembimbing | Paraf |
|---------|-----|--|-------|
| 13/11 | II | <ul style="list-style-type: none"> - Revise How to wife draft. - Revise / check transaction - Explore every draft | |
| 16/11 | II | Revise based on the notes in the proposal | |
| 24/11 | II | lihat catkalan ya on 2 proposal | |

| Tanggal | Bab | Catatan Pembimbing | Paraf |
|---------|-----|---|-------|
| 2/12 | II | <ul style="list-style-type: none"> - Revise based on the notes - Revise the proposal accordingly - Karna dia nungguin part 1 dan 2, jadi dia nungguin part 1 dan 2 | |
| 7/12 | II | dia chap 3 | |
| 16/12 | II | Revise based on the notes | |

| Tanggal | Bab | Catatan Pembimbing | Paraf |
|-------------|-----|--|-------|
| 17/20 03 | II | Revise based on the notes (via e-mail) | |
| 18/20 03 | II | Revise based on the notes (via email) | |
| 27/20 03 | III | Revise based on the notes (via email) | |
| 06/20 09 | III | Instrument (via email) | |
| 09/20 09 | III | Instrument dan acc bab 3 | |

| Tanggal | Bab | Catatan Pembimbing | Paraf |
|-------------|-----|----------------------------------|-------|
| 17/20 03 | IV | Minor Revision (via whatsapp) | |
| 20/20 03 | III | Acc | |
| 11/20 05 | III | Diskusi penelitian (whatsapp) | |
| 19/21 01 | III | Diskusi penelitian (whatsapp) | |

| Tanggal | Bab | Catatan Pembimbing | Paraf |
|-------------|----------|---|-------|
| 10/21 06 | IV | Perbaiki histogram (whatsapp) | |
| 12/21 06 | IV | Tambahkan tabel litrefors di bab IV (whatsapp) | |
| 14/21 06 | IV | sebutkan software yg dipakai untuk menghitung uji normalitas (whatsapp) | |
| 14/21 06 | V | tambahkan penje- lasan di bab IV (whatsapp) | |
| 14/21 06 | V | Simpulkan hasil di deskripsi (whatsapp) | |
| 14/21 06 | IV- V | ACC (whatsapp) | |

| Tanggal | Bab | Catatan Pembimbing | Paraf |
|-------------|----------|--|-------|
| 13/21 06 | IV- V | - Grammar - mekanik - konten (whatsapp) | |
| 14/21 06 | IV- V | ACC (whatsapp) | |
| | | | |
| | | | |

FORMAT PERBAIKAN SKRIPSI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS PAKUAN

Nama : Asti Agustiani

NPM : 031115047

Judul Skripsi : The Use of Listing Technique on Students' Ability to Write Narrative Text

CATATAN PERBAIKAN

1. Chapter IV
 - **Discussion** (Kesulitan pada saat penelitian online dan tambahan aspek apa saja yang terbantu).
2. Chapter V
 - **Suggestion** (Bagaimana penelitian pada saat pandemic).
 - **Addition** (Students are easier using listing technique, because this technique teach the students how to make framework).

| | | |
|--|--|--|
| Ketua/Sekretaris Prodi,  Dr. Istiqlalah Nurul H, M.Pd. NIK. 1.0212008570 | Telah dikonsultasikan kepada penguji pada tanggal  Dra. Atti Herawati, M.Pd. NIK. 196801291993032001 | Bogor, 19 Juli 2024 Penguji,  Dra. Atti Herawati, M.Pd. NIK. 196801291993032001 |
|--|--|--|

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UNIVERSITAS PAKUAN

Nama : Asti Agustiani

NPM : 031115047

Judul Skripsi : The Use of Listing Technique on Students' Ability to Write Narrative Text

CATATAN PERBAIKAN

1. Chapter IV
 - Tambahkan teori atau penelitian terdahulu.
2. Chapter V
 - Pengetikan teaches, listing framework dan thus.

| | | |
|---|--|---|
| Ketua/Sekretaris Prodi,  Dr. Istiqlaliah Nurul H, M.Pd. NIK. 1.0212008570 | Telah dikonsultasikan kepada penguji pada tanggal  Asih Wahyuni, M.Pd. NIK. 1.0212008575 | Bogor, 19-7-2024 Penguji,  Asih Wahyuni, M.Pd. NIK. 1.0212008575 |
|---|--|---|

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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS PAKUAN

Nama : Asti Agustiani

NPM : 031115047

Judul Skripsi : The Use of Listing Technique on Students' Ability to Write Narrative Text

CATATAN PERBAIKAN

1. Chapter I
 - Paraphrase
2. Chapter IV
 - Discussion (Kesulitan pada saat penelitian online dan tambahkan aspek apa saja yang terbantu).
3. Chapter V
 - Suggestion (Bagaimana penelitian pada saat pandemic).
 - Addition (Students are easier using listing technique, because this technique teach the students how to make frame work).

| | | |
|---|---|---|
| Ketua/Sekretaris Prodi, | Telah dikonsultasikan kepada penguji pada tanggal | Bogor, Penguji, |
|  |  |  |
| Dr. Istiqlaliah Nurul H, M.Pd. NIK. 1.0212008570 | Drs. Deddy Sofyan, M.Pd. NIK. 195601081986011001 | Drs. Deddy Sofyan, M.Pd. NIK. 195601081986011001 |