THE INFLUENCE OF JOT THOUGHTS TOWARDS STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT

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Abstract: The problem of this research is many students get difficulties in writing especially in writing descriptive text. In this research the researcher tried to investigate Jot Thoughts in teaching writing. The objective of this research are to know and describe the significant of the influence of Jot Thoughts towards students' writing ability in Descriptive text, and to know and describe the average score of students' writing ability in writing Descriptive text which is taught through Jot Thoughts higher than which is taught through conventional technique. The research was conducted at eight grade students of SMPN 3 Pardasuka, Pringsewu in 2016/2017. In this research the researcher used experimental method. The population of the this research are 80 students in 3 classes. The sample of the research were two classes, the first class was VIII A consisted of 26 students as the experimental class and the second class was VIII C consisted of 26 as the control class. In the experimental class was the students were taught by Jot Thoughts and in control class the students were taught by using the conventional technique. In conducting the research, the writer used Cluster Random Sampling technique to establish the experiment class and the control class, because all students were the sample is homogeneous. In data collecting technique, it was used written test, it is include instruction that students should make a composition which consist at least 100 words based on the topic chosen. In data analysis, the writer used t-test formula. It was found that $t_{test} > t_{table} = 2.85 > 2.02$. It means that H_α is accepted. So, the researcher concluded that there is the influence of using Jot Thoughts towards students' writing ability in Descriptive text at eighth class of SMP Negeri 3 Pardasuka Pringsewu in 2016/2017.

Keywords: Writing, Jot Thoughts, Descriptive

INTRODUCTION

There are four of English skills that must be mastered by students, namely listening, speaking, reading and writing. By having those four skills, the student can interact with other people by using English language. From the four skills, Writing is the one of skills that must be mastered by students. Writing is the important skills that the students must have. Writing is a skill that is more difficult to learn by student, if it compares with the other skills. Because in the writing process they should be concerned many aspect of writing such as: grammar, punctuation, vocabulary and sentence structure.

Writing is a process to deliver the message from writer to the reader by written form. Especially in writing Descriptive text, Descriptive text is a kind of text types that explains about how to describe the people, animal and thing whether about shape, nature and amount.

The purpose of the text is to explain or describe something. Therefore, the students find difficulties in writing Descriptive text. To solve the problem, the teacher should apply appropriate methods to increase students' interest in writing Descriptive text. There are many techniques that can be applied in teaching writing; one of them is Jot Thoughts. Jot Thoughts is the technique to achieve the learning process in the class by teams/group discussion. By teams, the students more interest to brainstorm the ideas and find the result. Therefore, Jot Thoughts is the technique that can help the students to find and to generate the ideas easier by using slips paper and then they must be collected and dicuss the result. The writer want to use this technique, and this technique can help the student interest to the topic.

Based on the preliminary research at SMP Negeri 3 Pardasuka, Pringsewu. The writer found that the students' writing ability needs to be improved. They found that the student's difficulties to express their ideas in writing, especially in Descriptive text. The writer also found that the teacher had never used Jot Thoughts in writing.

Based on the background of problem above the writer wants to improve students' writing ability. Therefore, the writer proposed a research entitled: The Influence of Jot Thoughts towards Students' Writing Ability in Descriptive Text at Eighth Class of SMP Negeri 3 Pardasuka Pringsewu.

Writing is the one of skills that must be mastered by students. Writing is the important skills that the students must have. The theory by McMillan and Weyers (2010: 6) states that "Writing is an expression of logic that is the product of thinking." It means that Writing is the product of thinking by written form.

According to Brown (2001:337) states that "Writing is a transaction with words whereby you free yourself from what you presently think, feel, and perceive." It means that writing is the skill to express the feelings, ideas, and opinions by written form. It can be read and understood by the reader.

It is supported by Nunan (2003 :88) states that "Writing is the mental work of inventing ideas, thinking about how to express them, and organizing the ideas into statement and paragraph that will be clear to the reader." It means that writing is the thinking process to express and organize the ideas into a good text.

According to Brown (2001:336) states that "Writing is process of putting ideas down on paper to transform thoughts into words, to sharpen your main ideas, to give them structure and coherent organization." It means that writing is a process to transfer the ideas into words through sentences orderly. In addition, the result of writing must be understood by reader.

It also supported by Tribble (1996: 3) states that "Writing is a language skill which is difficult to acquire." It means that writing is not a simple things, because there are many aspects in process of writing such as grammar, punctuation, vocabulary and sentence structure. Therefore, writing need to be patient and be careful in process of writing.

On the other hand, Brown (2001: 335) states that "Writing is the nature of the composing process of writing. Written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally." It means that writing is the special skill that not every one has it naturally. Writing is needs thinking process because writing is not simple process. In writing process before the students have a good written; there are many of steps that the students should be finished. Writing is very pleasure things, because they can imagine what they want and they can describe it by written form, such as text story, short story, comic or novel. Nowadays, they can make the news and issues through

written form, such as newspaper, magazine, journal and internet.

Furthermore, Harmer (2004 :31) states that "Writing encourages students to focus on accurate language use and because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds." It means that writing is the thinking process to make the students focus on accurate language that they used, because they must be thought before they write.

Discussing the aspects of the writing skill, there are some important matters that need to be outlined in this discussion. One of them is microskills and macroskills of writing. According to Brown (2004: 221) there are two skills as consideration the writing, they are microskills and macroskills of writing.

Microskills
a. Produce graphemes and orthographic pattern of English.
b. Produce writing at an efficient rate of speed to suit the purpose.
c. Produce an acceptable core of words and use appropriate word order patterns.
d. Use acceptable grammatical systems (e.g., tense, agreement, pluralization, pattern, and rule).
e. Express a particular meaning in different grammatical forms.
f. Use cohesive devices in written discourse.

Macroskills
a. Use the rhetorical forms and conventions of written discourse.
b. Appropriately accomplish the communicative functions of written texts according to form and purpose.
c. Convey links and connections between events, and communicative such relations as main idea, supporting idea, new information,

given information, generalization, and exemplification.
d. Distinguish between literal and implied meanings when writing.
e. Correctly convey culturally specific references in the context of the written text.
f. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

From the microskills and macroskills above, students are expected to achieve the skills in the learning process. So the students can have a good writing ability.

Descriptive text is a kind of text types that explain about how to describe the people, animal and thing whether about shape, nature and amount. The purpose of the text is to explain or describe something. It is supported by Anderson (1998: 26) states that "A factual description describes a particular person, place or thing. It's purpose is to tell about the subject by describing. It's features without including personal opinions." It means that Descriptive text is the text to describe about particular person, animal, or thing that is the text to generate the ideas of personal or group opinions.

It also supported by Emilia (2011: 82-83) states that "Descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing." It means that Descriptive text is a text to describe the characteristic of subject or object specifically to give information or give instruction of something to the readers.

According to Cameron (2001: 56) states that "A description clearly derives from paradigmatic organization: objects,

animals, or people and their parts. Feature and habits are labeled and describe." It means that Descriptive text is about describing something of object or subject clearly to generate the reader understands that the writer was described.

Furthermore, McCrimmon (1984: 163) states that "Description is a strategy for presenting a verbal portrait of a person, place, or thing." It means that Descriptive text is a strategy to present and describe a subject or object more details and specific to make a readers see what you see.

The description text has dominant language features as follows:

a. Focus on a specific participant
b. Use of being and identifying verb
c. Frequent use nominal groups
d. Use of the simple present tense

Based on the theories above, the writer assumes that Descriptive text is a text to describe the characteristic of subject or object specifically to give information or give instruction of something to the readers. Therefore, Descriptive text is the one of text types that must be mastered by students.

Jot Thoughts is the one of techniques in teaching writing. The theory by Kagan (2009: 6.28) states that "Jot Thoughts is teammates 'cover the table', writing ideas on slips of paper". It means that Jot Thoughts is the group activity in learning process by using slips paper on the table. Therefore, the students should be made a group and using slips paper as a media to write and then collect it in the center of the table.

According to Kagan (2009: 6.2) states that "Jot Thoughts is used to generate ideas." It means that Jot Thoughts is the technique that can help the students to find and to generate the ideas easier by using slips paper and then they must be collected and discuss the result.

Furthermore, Kagan (2009: 9.9) states that "Using Jot Thoughts, teams brainstorm class name, announcing each

name as they write it on a separate slip of paper and try to cover the table with possibilities." It means that Jot Thoughts is technique to generate of ideas with possibilities by brainstorming. Jot Thoughts is find the ideas by using the slips paper in the group to discuss the result.

In addition to Kagan (2009: 14.7) states that "Jot Thoughts is a great structure for teams to brainstorm ideas." It means that Jot Thoughts is the technique to achieve the learning process in the class by team/group discussion. By teams, the students more interest to brainstorm their ideas and exchange their ideas each other.

There are five structure functions of Jot Thoughts offered by Kagan (2009: 6.24) outline as follow: (a). Teambuilding, it means that Jot Thoughts is teammates or group discussion in learning process to make a teambuilding between students in the classroom. (b). Social skills, it means that Jot Thoughts is the social skills to make the students have interaction each other. (c). Knowledge building, it means that from the discussion the students can exchange their mind each other. (d). Processing Info, it means that after they have collecting their ideas, they should collect their info to find the result. (e). Thinking Skills, it means that Jot Thoughts is the thinking skills to generate the ideas.

From the structure functions of Jot Thoughts above, the writer suggest to use this technique to achieve the student's ability in the learning process, especially in teaching writing in Descriptive text. It can help the students more active in learning process, especially in their own ideas and understanding the materials.

The procedures of teaching writing through Jot Thoughts by Kagan (2009: 6.28) are follows:

a. Teacher names a topic, sets a time limit, and provides think time. (e.g., In three minutes, how many questions can you write that have

the answer 17? What are ways we could reduce poverty?).

b. Students write and announce as many ideas as they can in the allotted time, one idea per slip of paper.

c. Each slip of paper is placed in the center of the table; students attempt to "cover the table" (no slips are to overlap).

Based on the explanation above the researcher formulated the hypothesis as follow, how is the significant influence of Jot Thoughts towards students' writing ability in Descriptive text and how the average score of students' writing ability in Descriptive text who learn writing Descriptive text through Jot Thoughts is higher than the students who learn writing Descriptive text through conventional technique.

The objective of this research are to know and describe the significant of the influence of Jot Thoughts towards students' writing ability in Descriptive text, and to know and describe the average score of students' writing ability in writing Descriptive text which is taught through Jot Thoughts higher than which is taught through conventional technique.

METHODS

In conducting the research used experimental method to know the influence of Jot Thoughts towards students' writing ability in Descriptive text at eighth class of SMP Negeri 3 Pardasuka Pringsewu in 2016/2017. It consists of two classes that is experiment class and control class. The research used Jot Thoughts technique in the experiment class and used the conventional technique in control class.

The population of the research was the students at the eighth class of SMP Negeri 3 Pardasuka Pringsewu in 2016/2017 consisting of 80 students in 3 classes. The sample of the research were two classes, the first class was VIII A consisted of 26 students as the

experimental class and the second class was VIII C consisted of 26 as the control class. In the experimental class was the students were taught by Jot Thoughts and in control class the students were taught by using the conventional technique. In conducting the research, the writer used Cluster Random Sampling technique to establish the experiment class and the control class, because all students were the sample is homogeneous.

To know the students' writing ability in Descriptive text, the writer used writing test. The writer provided the topic and the students asked to choose one of the topics above and make a Descriptive text. The composition of Descriptive text should not less than 100 words. In scoring students' writing ability, the writer applies the scoring system proposed by Heaton (1988: 146), as follows:

Table 1
Scoring Students' Writing Ability

Area	Score	Descriptor
Con-tent	30-27	**Excellent to very good**: knowledgeable-substantive- etc.
	26-22	**Good to average**: some knowledge of subject-adequate.
	21-17	**Fair to poor**: limited knowledge of subject-little substantive- etc.
	16-13	**Very poor**: does not show knowledge of subject- non-substantive- etc.
Organi-zation	20-18	**Excellent to very good**: fluent expression- ideas-clearly stated- etc.
	17-14	**Good to average**: somewhat choppy-loosely organized but main ideas stand out-etc.
	13-10	**Fair to poor**: non-fluent- ideas confused or disconnected- etc.
	9-7	**Very poor**: does not communicate- no organization- etc.

Vocabu-lary	20-18	**Excellent to very good**: sophisticated range- effective word/idiom choice and usage- etc.
	17-14	**Good to average**: adequate range- occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	**Fair to poor:** limited range – frequent errors of word/idiom form, choice, usage – etc.
	5-7	**Very poor:** essentially translation – little knowledge of English vocabulary.
Langu-age use	25-22	**Excellent to very good:** effective complex constructions – etc
	21-19	**Good to average:** effective but simple constructions – etc.
	17-11	**Fair to poor:** major problems in simple/ complex constructions – etc.
	10-5	**Very poor:** virtually no mastery of sentence construction rules – etc.
Mecha-nics	5	**Excellent to very good:** demonstrates mastery of conventions – etc.
	4	**Good to average:** occasional errors of spelling, punctuation – etc
	3	**Fair to poor:** frequent errors of spelling, punctuation, capitalization – etc.
	2	**Very poor:** no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.

The researcher analyzed the data to know the result of the research. In the analyzing the data, the writer used quantitative analysis to know the influence of Jot Thoughts towards students' writing ability in Descriptive text. The formula that was used is t-test.

FINDING AND DISCUSSION
RESEARCH FINDING

In the hypothesis test, there were equality test of two averages and difference test of two averages. It was used to prove the hypothesis proposed by the researcher they are accepted or not by using t–test formula. The formula of t–test is as follow:

$$t_{test} = \frac{\overline{x}_1 - \overline{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

In which:

$$s^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

Notes:

n_1 : total number of students experimental class.

n_2 : total number of students control class.

$\overline{x}_1$: the average score of experimental class.

$\overline{x}_2$: the average score of control class.

S_1^2 : the variance of experimental class.

S_2^2 : the variance of control class.

From the table above, it was obtained:

n_1 : 26
n_2 : 26
$\overline{x}_1$: 62.92
$\overline{x}_2$: 51.80
S_1^2 : 254.71
S_2^2 : 134.56

Then the data is included into the following t–test formula:

$$t_{test} = \frac{\overline{x}_1 - \overline{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With:

$$s^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$s^2 = \frac{(26-1)254.71 + (26-1)134.56}{26+26-2}$$

$$s^2 = \frac{(25)(254.71) + (25)(134.56)}{50}$$

$$s^2 = \frac{6367.75 + 3364}{50}$$

$$s^2 = \frac{9731.75}{50}$$

$$s^2 = 194.64$$

$$s = 13.95$$

After standard of deviation was found, the researcher calculated them into t–test as follow:

$$t_{test} = \frac{\overline{x}_1 - \overline{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_{test} = \frac{62.92 - 51.80}{13.95\sqrt{\frac{1}{26} + \frac{1}{26}}}$$

$$t_{test} = \frac{11.12}{13.95\sqrt{0.04 + 0.04}}$$

$$t_{test} = \frac{11.12}{13.95\sqrt{0.08}}$$

$$t_{test} = \frac{11.12}{13.95 \times 0.28}$$

$$t_{test} = \frac{11.12}{3.906}$$

$$t_{test} = 2.85$$

The hypotheses are:

$H_01 : \mu_1 = \mu_2$ (There is no the influence of Jot Thoughts towards students' writing ability in Descriptive text at eighth class of SMP Negeri 3 Pardasuka Pringsewu in 2016/2017).

$H_\alpha 1 : \mu_1 \neq \mu_2$ (There is the influence of Jot Thoughts towards students' writing ability in Descriptive text at eighth class of SMP Negeri 3 Pardasuka Pringsewu in 2016/2017).

The Testing Criterion:

H_o is accepted if $t_{test} > t_{table}$

t_{table} = t $(1 - \frac{1}{2}\alpha)$ (dk)

dk = $n_1 + n_2 - 2$
   = 26 + 26 – 2
   = 50

For the significant level 5% (α = 0.05) obtained:

t_{table} = t $(1 - \frac{1}{2}0.05)$ (50)
   = t (0.975) (50)
   = 2.02

For the significant level 1% (α = 0.01) obtained:

t_{table} = t $(1 - \frac{1}{2}0.01)$ (50)
   = t (0.995) (50)
   = 2.70

Based on the data analysis, it has got 2.02 < 2.85 > 2.70. It means that H_α is accepted. So, the writer could conclude that there is the influence of using Jot Thoughts towards students' writing ability in Descriptive text at eighth class of SMP Negeri 3 Pardasuka Pringsewu in 2016/2017.

The Testing of the Different of Two Average Scores

The hypotheses are:

$H_02 : \mu_1 < \mu_2$ (The average score of students' writing ability which is taught through Jot Thoughts in Descriptive text is smaller than which is taught conventional technique at eighth class of SMP

Negeri 3 Pardasuka Pringsewu in 2016/2017).

$H_\alpha 2: \mu_1 > \mu_2$ (The average score of students' writing ability which is taught through Jot Thoughts in Descriptive text is higher than which is taught conventional technique at eighth class of SMP Negeri 3 Pardasuka Pringsewu in 2016/2017).

The Testing Criterion:

H_o is accepted if $t_{test} > t_{table}$

$t_{table} = t (1 - \alpha) (dk)$

$dk = n_1 + n_2 - 2$
$\quad\quad = 26 + 26 - 2$
$\quad\quad = 50$

For the significant level 5% ($\alpha = 0.05$) obtained:

$t_{table} = t (1 - 0.05) (50)$
$\quad\quad = t (0.95) (50)$
$\quad\quad = 1.68$

For the significant level 1% ($\alpha = 0.01$) obtained:

$t_{table} = t (1 - 0.01) (50)$
$\quad\quad = t (0.99) (50)$
$\quad\quad = 2.42$

Based on the data analysis, we can see that $t_{test} > t_{table} = 2.85 > 1.68$. It means that the score of students which is taught through Jot Thoughts technique is higher than the score of students which is taught through conventional technique.

DISCUSSION

Based on the research, the writer concluded that teaching writing of Descriptive text was taking by Jot Thoughts. Jot Thoughts as a technique to help the students more active and creative to find many of ideas in the writing process which are expected in improving their writing ability, especially in writing Descriptive text. Before the writer taught by using Jot Thoughts technique, the students were not interest in writing, because they found the difficult to find the ideas in writing process. However after the writer taught by using Jot Thoughts technique, they were interest and they get easier in making Descriptive text. It is happened because in Jot Thoughts technique, the students are able to find their ideas by using slips paper and the students can discuss about ideas by doing work together each other.

Based on the analysis of data, the result of the students' score in the Experimental class had the highest score was 86 and the lowest score was 34. On the other hand, in the Control class had the highest score was 75 and the lowest score was 34. They got the lower than the other students because in their Descriptive writing test, the content, the organization, the vocabulary, the language use and the mechanic is need to be increased. For example for some students still write in wrong pattern of English. Furthermore, the solution to the students who got lower score is: the students would be better if they more diligent to study hard to practice in writing.

Based on analysis of the data and hypothesis test, the result of the calculation showed that there is a positive influence of Jot Thoughts towards students' writing ability in Descriptive text. It is supported from the result of the data analysis, the t_{test} is 2.85 and the t_{table} is 1.68 it means that t_{test} is higher than t_{table} ($t_{test} > t_{table}$). It means that the hypothesis (H_o) is rejected and alternative hypothesis (H_α) is accepted.

In this case the writer assumed that using Jot Thoughts technique is the one of some techniques that can be motivated the students to learn English, especially in learning writing of Descriptive text. It means that, by using Jot Thoughts technique, it can help the students more active and creative in the classroom because the students have worked together each other.

CONCLUSION

Based on the analysis above, the writer concluded that student's writing

ability in Descriptive text who are taught by using Jot Thoughts technique is higher than the students' writing ability in Descriptive text who are taught by using conventional technique. It is suggested for the teacher to apply Jot Thoughts technique in teaching writing. Because it can be increase the students' writing ability especially in writing Descriptive text.

After discussed and analyzed the data, the writer took the conclusion that there is different in achievement of writing ability between the students which were taught by using Jot Thoughts technique and the students which were taught by using conventional technique at eighth class of SMP Negeri 3 Pardasuka Pringsewu. The writer can conclude that:

1. There is the influence of using Jot Thoughts towards students' writing ability in Descriptive text at eighth class of SMP Negeri 3 Pardasuka Pringsewu in 2016/2017. It is shown by result of data analysis in which $t_{ratio} > t_{table}$ (t_{ratio} = 2.85 and t_{table} = 1.68 in significant level 5% and 2.42 in significant level 1%).

2. The average of the students which were taught by using Jot Thoughts technique in Experimental class is higher than the students which were taught by using conventional technique in Control class. Experimental class ($\bar{x}_1$ = 62.92) > Control class ($\bar{x}_2$ = 51.80). It means that teaching writing by using Jot Thoughts technique is appropriate technique, especially in writing of Descriptive text.

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