

THE EFFECTIVENESS OF USING JOT THOUGHT TECHNIQUE ON STUDENTS' WRITING ABILITY AT THE EIGHTH GRADE OF MTS NURUL IKHSAN SUNGAI RAWA

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Abstrak: Masalah dalam penelitian ini yaitu kesulitan siswa dalam mengembangkan dan menulis ide. Tujuan penelitian ini yaitu menentukan keefektifan penggunaan teknik JOT Thought terhadap kemampuan menulis siswa. Desain penelitian yaitu quasi eksperimen dengan non ekuivalen control grup desain. Populasi penelitian yaitu 38 orang di kelas VIII MTs Nurul Ikhsan Sungai Rawa. Untuk teknik sampling, peneliti menggunakan teknik sampling total. Sampel yang diambil sebanyak dua kelas yaitu kelas pertama sebagai kelas control (8.A) sebanyak 20 siswa dan kelas kedua sebagai kelas eksperimen (8.B) sebanyak 18 siswa. Teknik pengambilan data yaitu pre test dan post test. Teknik analisis data menggunakan independent sampel t-test. Dari analisis data, rata-rata dari skor post test di kelas control yaitu 66,69 lebih rendah dari skor post test di kelas eksperimen yaitu 79,11. Ada perbedaan rata-rata antara skor postes di kelas control dan postes di kelas eksperimen sebanyak 12,16. Berdasarkan data analisis, $t_o > t_{tabel}$ yaitu $6,205 > 2,028$ dan nilai signifikansi $0,000 < 0,05$, kemudian bisa disimpulkan H_0 ditolak dan H_a diterima. Itu menunjukkan bahwa teknik Jot thought efektif terhadap kemampuan menulis siswa kelas delapan di MTs Nurul Ikhsan Sungai Rawa

Kata Kunci: Teknik JOT thought, kemampuan menulis

Abstract: The problem behind this research was the difficulty of students in develop and create their ideas. The aim of this research was to determine the Effectiveness of Using Jot Thoughts Technique on Students' Writing Ability. In this research, the research design was quasi-experimental with non-equivalent control group design. The population of the research was 38 in the eighth grade students of MTs Nurul Ikhsan Sungai Rawa. For the sampling technique, the researcher used total sampling technique to take the sample. The researcher took two classes of the sample which first class as control class was (8.A) was 20 students and the second class as experimental class (8.B) was 18 students. The technique of collecting data was the test, that is pre-test and post-test. The technique of analysis the data uses Independent Sample T-Test. From the data analysis, the mean of post-test score in control class was 66,95, it was lower than the post-test mean score in experimental class was 79,11. There was mean difference between post-test in control class and post-test in experimental class was 12,16. Based on the result of data analysis, $t_o > t_{table}$ was $6,205 > 2,028$ and the significant value was $0,000 < 0,05$, then it can be concluded that H_0 was rejected and H_a was accepted. It showed the Jot thought technique is effective on students' writing ability at the eight grade of MTs Nurul Ikhsan Sungai Rawa.

Keywords: Jot Thought Technique, Writing Ability.

A. Introduction

Language is a means of communication for communicating meaning, feelings, ideas and requesting information. English is an international language used for communication around the world. David Crystal said that a language can be made the official language of a country, to be used as a medium of communication in such domains as government, the law courts, the media, and the educational system (David Crystal, 2023). Therefore, English as a world language is very important and has many interrelationships with various aspects of human life. One of the causes of mastery of English becomes very important because it acts as a communication.

English is taught as in elementary school, junior high school, senior high school and university. Based on Indonesian curriculum, Junior high school curriculum make English

lesson as important lesson. Brown stated in English language teaching has identified the "four skills" - listening, speaking, reading and writing - as of paramount importance (H. Douglas Brown, 2000).

Writing is one of four language skills that can be measured in terms of a country's literacy skills, but this condition does not apply to all countries, especially Indonesia. It will be difficult to learn properly. Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern (M.F Patel and M. Jain Praveen, 2008). When writing, the researcher needs time to create an internal process. The length of time depends on the researcher. Some people take time to think about what to write before creating their first draft. Harmer said that when thinking about writing, it is helpful to make a distinction between writing-for learning and writing-for-writing (Jeremy. Harmer, 2007).

In improving writing ability, teachers need to know the characteristics of their students in order to apply the appropriate writing skills. The students at the eighth grade of MTs Nurul Ikhsan have the weakness in writing English. However, many students are still unaware of the importance of writing, and most students have a hard time learning to write. This problem arises because writing has important features and is one of the four most difficult skills to consider. Students who are not creative in generating ideas will find it very difficult to write something. Imagination and creativity are especially important when it comes to writing.

Another problem is that students need not only think about how to express their thoughts, but also pay attention to some other aspects such as grammar, spelling, composition, word selection, and etc. Many students have limited practice in writing vocabulary, grammar, knowledge of topics, and expressing their thoughts in writing. In other words, students need to not only write something on paper, but also pay attention to the text to make sure it is grammatically correct. Richards and Renandya who state that "the difficulty in writing is not only in generating and organizing ideas, but also in translating the ideas into readable text" (Jack C. Richards and Willy A. Renadya, 2002). The researcher additionally can pay interest to capabilities of spelling, punctuation, phrase preference and so on. Thus, beside producing their ideas, additionally they should don't forget of a few elements consisting of as grammar, content, punctuation, phrase preference, and spelling.

Another factor that makes the students find difficult because of the way teachers teaches writing in the classroom. Learning English text with the same teaching method may be boring for students. As teachers, we needed a way to encourage creativity and writing. Students also need to stimulate their brains to think, and now has many tools that students can use to bring creative ideas to learning English, especially writing activities. According to Patel and Javin (2008), it guides teacher "How to teach" and "How his teaching may be effective", method may also be defined as: "The process of planning, selection and grading language materials and items, techniques of teaching, etc" (Patel and Praveen, 2008). Therefore, they need to know what techniques and methods they will use in the classroom to develop their education so that it becomes more effective.

There are some techniques in teaching writing. The researcher chooses the Jot Thoughts technique as one of the techniques used in the lesson. Kagan states that "Jot Thoughts is used to generate ideas" (Patel and Praveen, 2008). This means that Jot Thoughts is a way for students to use pieces of paper to help them find and generate ideas, and they need to collect them and discuss the results. In addition, Kagan states that "Jot Thoughts is a great structure for teams to brainstorm ideas" (Patel and Praveen, 2008). This means that Jot Thoughts is a way to achieve the learning process in the classroom through team/group discussions. Students become interested in brainstorming their ideas and sharing ideas with each other. Jot Thoughts is a technique for achieving classroom learning through team / group discussions. In this technique, the students are asked writes ideas in words or sentences on slip papers till they cover the tables with them. Students can write as many ideas as they can in a given time. Then each team discusses and begins writing. All students participate in the teaching and learning

process. This technique also requires students to share their thoughts, express their opinions, and help each other in the learning process.

The Purpose of the research are to find out the students' writing ability without using jot thoughts technique at the eighth grade of MTs Nurul Ikhsan Sungai Rawa, then, to find out the students' writing ability by using jot thoughts technique at the eighth grade of MTs Nurul Ikhsan Sungai Rawa and to find out any significant effect of using jot thoughts technique toward the students' writing ability at the eighth grade of MTs Nurul Ikhsan Sungai Rawa.

B. Research Methodology

The researcher used quantitative research. Quantitative research is the process of collecting and analyse numerical data. The researcher used quasi experimental with non-equivalent control group design. This design include assignment, but not random assignment of participants to groups (John W. Creswell, 2009). At non-equivalent design, there was two classes, it was control class and experiment class. The experimental class was a class that was given treated with jot thoughts technique, and the control class was a class that was given treated without jot thought technique. The research was conducted in MTs Nurul Ikhsan Sungai Rawa. It was conducted in the second semester of the academic year 2022-2023 from August 10, until October 11, 2022. The population of this study is all students at the eighth grade of MTs Nurul Ikhsan Sungai Rawa, there are two classes in eighth grade with a population of 38 students. The researcher used the nonprobability sampling with system total sampling to take the sample. Total sampling is a technique in which all members of the population are sampled. Because the number of population is not more than 30 students from each class, so the researcher took all the population which is all the students of the eighth grade students` at the MTs Nurul Ikhsan as sample amounted to 38. Meanwhile, to determine which class as the experimental class or the control class, the researcher uses a simple lottery method. The draw is done with two rolled up papers. In the paper written the words control class and experimental class, the two papers were rolled up then the researcher called the class leaders of the two classes to take the lottery paper. if the paper that reads experimental class is taken, then that class becomes the experimental class while the other classes automatically become the control class or vice versa. λ^2 with dk=1, error level 1%, 5%, 10%. , the number of students class VIII A was 20 students, the researcher decided that class VIII A as the control class. The number of students class VIII B was 18 students as the experimental class. In this research, the researcher collected the data by using two types of tests, there are pre-test and post-test. After conducting the research, the researcher carried out data analysis on the acquisition of student pre-test and post-test data. This analysis aims to determine the level of normality and homogeneity of the sample that has been studied. After the researcher knew that the data was normal, the data were analyzed by using paired sample test and independent sample test, to know the significance of the treatment effect.

C. Result and Discussion

In control class, researchers used conventional learning methods. This learning method is carried out by combining various learning methods such as the lecture method, the question and answer method, the discussion method, the assignment method. In practice this method was teacher centered or the teacher dominates in learning activities. Before gave treatment to students, the researcher had given pre-test to the students. The researcher gave the test that instruct the students to choose of the greeting card topics and write the text based on the students' ability in writing greeting card text. After the test items in the post-test are exactly the same as those in the pre-test. It was done to know the final score and to know the students' difference ability in writing greeting card text without using jot thought technique.

The result of students` writing greeting card text of the pre-test in control class can seen in the table below:

Table 1 The Result of the Pre-Test in Control Class

Students' Number	Content	Organization	Vocabulary	Language Use	Mechanics	Total Average
1	17,5	15,5	13,5	13,5	3	63
2	16,5	12,5	12,5	15	2,5	59
3	14	9	9	10	2	44
4	17,5	11	11	11	2,5	53
5	16,5	13,5	11,5	15,5	3	60
6	16	12	13	10	3	54
7	17,5	11	11	11	2,5	53
8	14	9	9	10	2	44
9	17,5	11	11	11	2,5	53
10	15	9	10	9	2	45
11	15,5	10,5	10,5	10,5	3	50
12	16,5	11,5	11,5	11,5	3	54
13	15,5	10,5	10,5	10,5	3	50
14	17,5	11	11	11	2,5	53
15	15	10	9	9	2	45
16	16,5	13,5	11,5	15,5	3	60
17	16,5	12,5	12,5	15	2,5	59
18	18	13	13	15	4	63
19	14	9	9	10	2	44
20	16,5	12,5	12,5	15	2,5	59
Total	323,5	227,5	222,5	239	52,5	1065
Mean	16,17	11,37	11,12	11,95	2,62	53,25

Based on the table 1 of the pre-test in control class above, the highest score of pre-test was 63 and the lowest score was 44. For the content aspect the mean was 16,18, the mean for the organization was 11,38, the mean for the vocabulary was 11,13, the mean for language use was 11,95, and the mean for mechanics was 2,63. The total score of all students was 1065 and mean for the overall average of all aspects was 53,25.

The result of students` writing greeting card text of the post-test in control class can seen in the table below:

Table 2 The Result of the Post-Test in Control Class

Students' Number	Content	Organization	Vocabulary	Language Use	Mechanics	Total Average
1	22	15	15	19	4	75
2	20,5	13,5	12,5	15,5	4	66
3	20	12	10	15	3	60
4	22	15	14	18	3	72
5	20,5	14	14	16,5	4	69
6	20,5	13,5	12,5	15,5	4	66
7	20	12,5	12	14,5	4	63
8	20,5	13,5	12,5	15,5	4	66
9	22	15	14	18	3	72
10	20,5	12,5	12	12	3	60
11	20,5	13,5	12,5	15,5	4	60
12	22	13	13	14	3	65
13	20,5	14	14	16,5	4	69
14	22	13	13	14	3	65
15	22,5	15,5	15,5	15,5	4	73
16	22	15	14	18	3	72
17	20	12,5	12	14,5	4	63

Students' Number	Content	Organization	Vocabulary	Language Use	Mechanics	Total Average
18	21,5	13,5	14,5	16,5	4	70
19	20	12,5	12	14,5	4	63
20	21,5	13,5	14,5	16,5	4	70
Total	421	272,5	263,5	315	73	1339
Mean	21,05	13,62	13,17	15,75	3,65	66,95

Based on the table 2 of the post-test in control class above, the highest score of pre-test was 75 and the lowest score was 60. For the content aspect the mean was 21,05, the mean for the organization was 13,62, the mean for the vocabulary was 13,17, the mean for language use was 15,75, and the mean for mechanics was 3,65. The total score of all students was 1339 and mean for the overall average of all aspects was 66,95.

To know the data of control class was normally distributed and homogeneous, this research used test normality and homogeneity test of variance. The result of normality test and homogeneity test of variance were shown:

Table 3
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.163	20	.172	.910	20	.064
Post-test	.131	20	.200*	.944	20	.283

Table 4
Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Based on Mean	1.616	1	38	.211
Based on Median	1.625	1	38	.210
Based on Median and with adjusted df	1.625	1	33.868	.211
Based on trimmed mean	1.617	1	38	.211

Based on the tests of normality above, it was known that the significance value of the control class pre-test data in *Shapiro-Wilk* test was $0,064 > 0,05$ and post-test data was $0,28 > 0,05$, so it was normally distributed. The significance value of the control class pre-test and post-test used *levene statistic test* based on mean was $0,211 > 0,05$, so the variance data was homogeneous. Because the data normally distributed and homogeneous, we used parametric statistic to analyze research data. In this case, we can find out whether the mean change for these pairs is significantly between the pre-test and post-test scores of the control class.

Table 5
Paired Samples Test

		Pair 1
		Pre-test - Post-test
Paired Differences	Mean	-13.700
	Std. Deviation	5.859
	Std. Error Mean	1.310
	95% Confidence Interval of the Difference	Lower
Upper		-10.958
T		-10.457
Df		19
Sig. (2-tailed)		.000

A significance level of $\alpha = 5\%$ or 0.05 , it was the standard measure that is often used in research. The t distribution table is searched on $\alpha = 5\% : 2 = 2,5\%$ (2-tailed) with degrees of freedom (df) $n-1$ or $20-1 = 19$. Based on the tests (sig = $0,025$), the results obtained for the t table was $2,093$. It was concluded from the test criteria that $-t_o < -t_{table}$ ($-10,958 < -2,093$) and significance was $0,000 < 0,05$. Therefore H_o was rejected, it means that there is different between mean on students writing ability of pre-test and mean on students writing ability of

post-test. The table above shows the mean of pre-test was 53,2500 and mean of post-test was 66.9500, it means that the mean of pre-test is lower than the mean of post-test. In this section the researcher presented the students score on experimental class. The result of the pre-test in experimental class were shown below:

Table 6 The Result of The Pre-Test in Experimental Class

Students' Number	Content	Organization	Vocabulary	Language Use	Mechanics	Total Average
1	18	13	13	15	4	63
2	16,5	11,5	11,5	11,5	3	54
3	17,5	11	11	11	2,5	53
4	14	9	9	10	2	44
5	17,5	11	11	11	2,5	53
6	15,5	10,5	10,5	10,5	3	50
7	16,5	12,5	12,5	15	2,5	59
8	16,5	11,5	11,5	11,5	3	54
9	15,5	10,5	10,5	10,5	3	50
10	17,5	11	11	11	2,5	53
11	15	10	9	9	2	45
12	16,5	13,5	11,5	15,5	3	60
13	16,5	12,5	12,5	15	2,5	59
14	18	13	13	15	4	63
15	14	9	9	10	2	44
16	15,5	10,5	10,5	10,5	3	50
17	16,5	13,5	11,5	15,5	3	60
18	18	13	13	15	4	63
Total	295	206,5	201,5	222,5	51,5	977
Mean	16,38	11,44	11,19	12,36	2,86	54,27

Based on the table 8 of the pre-test in experimental class above, the highest score of pre-test was 63 and the lowest score was 44. For the content aspect the mean was 16,38, the mean for the organization was 11,44, the mean for the vocabulary was 11,19, the mean for language use was 12,36, and the mean for mechanics was 2,86. The total score of all students was 977 and mean for the overall average of all aspects is 54,27.

The result of students` writing greeting card text of the post-test in experimental class can be seen in the table below:

Table 7 The Result of the Post-Test in Experimental Class

Students' Number	Content	Organization	Vocabulary	Language Use	Mechanics	Total Average
1	27,5	18,5	16,5	22,5	5	90
2	26	17	16	20	4	83
3	22	16,5	17,5	17	4	77
4	26	17,5	18,5	18	5	85
5	23	17	17	17	4	78
6	21,5	13,5	14,5	16,5	4	70
7	22	15	15	19	4	75
8	21,5	13,5	14,5	16,5	4	70
9	20,5	14	14	16,5	4	69
10	26	18	19	18	5	86
11	21,5	13,5	14,5	16,5	4	70
12	26	17,5	18,5	18	5	85
13	22,5	15,5	15,5	15,5	4	73
14	26	17	16	20	4	83
15	15,5	16,5	16,5	17,5	4	80

16	26	17,5	18,5	18	5	85
17	22	15	15	19	4	75
18	27,5	18,5	16,5	22,5	5	90
Total	423	291,5	293,5	328	78	1424
Mean	23,5	16,19	16,30	18,22	4,33	79,11

Based on the table 9 of the post-test in experimental class above, the highest score of pre-test was 90 and the lowest score was 69. For the content aspect the mean was 23,5, the mean for the organization was 16,19, the mean for the vocabulary was 16,30, the mean for language use was 18,22, and the mean for mechanics was 4,33. The total score of all students was 1424 and mean for the overall average of all aspects is 79,11.

To know the data of experimental class was normally distributed and homogeneous, the researcher used test normality and homogeneity test of variance. The result of normality test and homogeneity test of variance were shown:

Table 8
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.159	18	.200*	.921	18	.137
Post-test	.154	18	.200*	.924	18	.154

Table 9
Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Based on Mean	.629	1	34	.433
Based on Median	.679	1	34	.416
Based on Median and with adjusted df	.679	1	33.477	.416
Based on trimmed mean	.607	1	34	.441

Based on the tests of normality above, it was known that the significance value of the experimental class pre-test data in *Shapiro-Wilk* test was $0,137 > 0,05$ and post-test data was $0,154 > 0,05$, so it was normally distributed. The significance value of the control class pre-test and post-test used *levene statistic test* based on mean was $0,433 > 0,05$, so the variance data was homogeneous. Because the data normally distributed and homogeneous, we used parametric statistic to analyze research data.

From the results of the data explanation, the data is normally distributed and homogeneous, so we used parametric statistics (paired sample t test and independent sample t test) to analyze research data. In this case, we can find out whether the mean change for these pairs is significantly between the pre-test and post-test scores of the experimental class.

Table 10
Paired Samples Test

		Pair 1	
		Pre-test – Post-test	
Paired Differences	Mean	-24.833	
	Std. Deviation	7.801	
	Std. Error Mean	1.839	
	95% Confidence Interval of the Difference	Lower	-28.713
Upper		-20.954	
T	-13.506		
Df	17		
Sig. (2-tailed)	.000		

A significance level of $\alpha = 5\%$ or 0.05 . The t distribution table is searched on $\alpha = 5\% : 2 = 2,5\%$ (2-tailed) with degrees of freedom (df) $n-1$ or $18-1 = 17$. Based on the tests (sig = $0,025$), the results obtained for the t table was $2,110$. It was concluded from the test criteria that $-t_0 < -t_{table}$ ($-13,506 < -2,110$) and significance was $0,000 < 0,05$. Therefore H_0 was

rejected, it means that there is different between mean on students writing ability of pre-test and mean on students writing ability of post-test after being treatment. The table above shows the mean of pre-test was 54,28 and mean of post-test was 79,11, it means that the mean of pre-test before given treatment is lower than the mean of post-test after given treatment.

The independent sample t test was used to determine whether there was a difference in the mean of two paired samples. In this case, we can find out the difference between the post-test scores of the experimental class and the control class. Independent sample t test test data can be seen in the table below with the following hypothesis.

Table 11
Independent Samples Test

		Pretest		
		Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances	F	5.900		
	Sig.	.020		
t-test for Equality of Means	T	6.340	6.205	
	Df	36	28.828	
	Sig. (2-tailed)	.000	.000	
	Mean Difference	12.161	12.161	
	Std. Error Difference	1.918	1.960	
	95% Confidence Interval of the Difference	Lower	8.271	8.152
		Upper	16.051	16.171

From the table above, the significant F test was shown $0,020 < 0,05$, so H_0 is rejected. Therefore, the significant value in the F test is less than 0.05, so H_0 is rejected and H_a is accepted. It can be concluded that the variance of the control class and the experimental class are not the same. So the t-test used *Equal Variances Not Assumed*.

A significance level of $\alpha = 5\% : 2 = 2,5\%$ or 0,025, it was the standard measure that is often used in research. From the table above, the value of t_o was 6,205. Then to determine the t_{table} with degrees of freedom (df) $n-2$ or $38-2=36$. Based on the standard in research for $df = 36$ then the value of t_{table} is 2,028.

Based the data, $t_o > t_{table}$ was $6,205 > 2,028$ and the significant value was $0,000 < 0,05$, then it can be concluded that H_0 was rejected. It means that there is different between mean of post-test in control class was 66,95 and mean of post-test in experimental class was 79,11.

The explanation of the result by using independent sample t-test above was known that the t_o was positive. It showed that the mean of experimental class was higher than mean of control class. There was mean difference between post-test in control class and post-test in experimental class was 12,16. While the difference of mean ranges from 8,152 until 16,171 (*lower* and *upper*). In other word, there is any significant effect of using Jot Thought technique is effective toward students' writing ability at the eighth grade of MTs Nurul Iksan

D. Conclusion

The researcher concluded that: first, the students' writing ability without using Jot Thoughts technique in control class in pre-test was 53,25 and post-test was 66.95, it means that the mean of pre-test is lower than the mean of post-test. It can be concluded that there is different between mean on students writing ability of pre-test and mean on students writing ability of post-test. Second, the students' writing ability by using Jot Thoughts technique in experimental class in pre-test was 54,28 and post-test was 79,11. It means that the mean of pre-test is lower than the mean of post-test. It can be concluded that there is different between mean on students' writing ability of pre-test before given treatment and mean on students' writing ability of post-test after given treatment. Based on the independent sample t-test above, the mean of post-test score in control class was 66,95, it was lower than the post-test mean score in experimental class was 79,11. The result of the independent sample t test was shown that $t_o > t_{table}$ was $6,205 > 2,028$ and the significant value was $0,000 < 0,05$,. So it can be

concluded that H_0 is rejected and H_a is accepted. In other word, the Jot thought technique is effective on students' writing ability the eighth grade of MTs Nurul Ikhsan.

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